DOCUMENT RESUME

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| DESCRIPTORS | *Annotated Bibliographies; *Disadvantaged Youth; *Early Childhood Education; *Handicapped Children; Intervention; *Program Descriptions; Program Development; *Programs |

ABSTRACT

The annotated bibliography contains approximately 90 citations (1972-1976) on early childhood programs for handicapped and disadvantaged children. Entries are arranged by accession number and usually include the following information: title, author, source, date, pagination, availability (including Educational Resources Information Center number when appropriate), and a brief abstract. (CL)

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# Early Childhood—Programs

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 703

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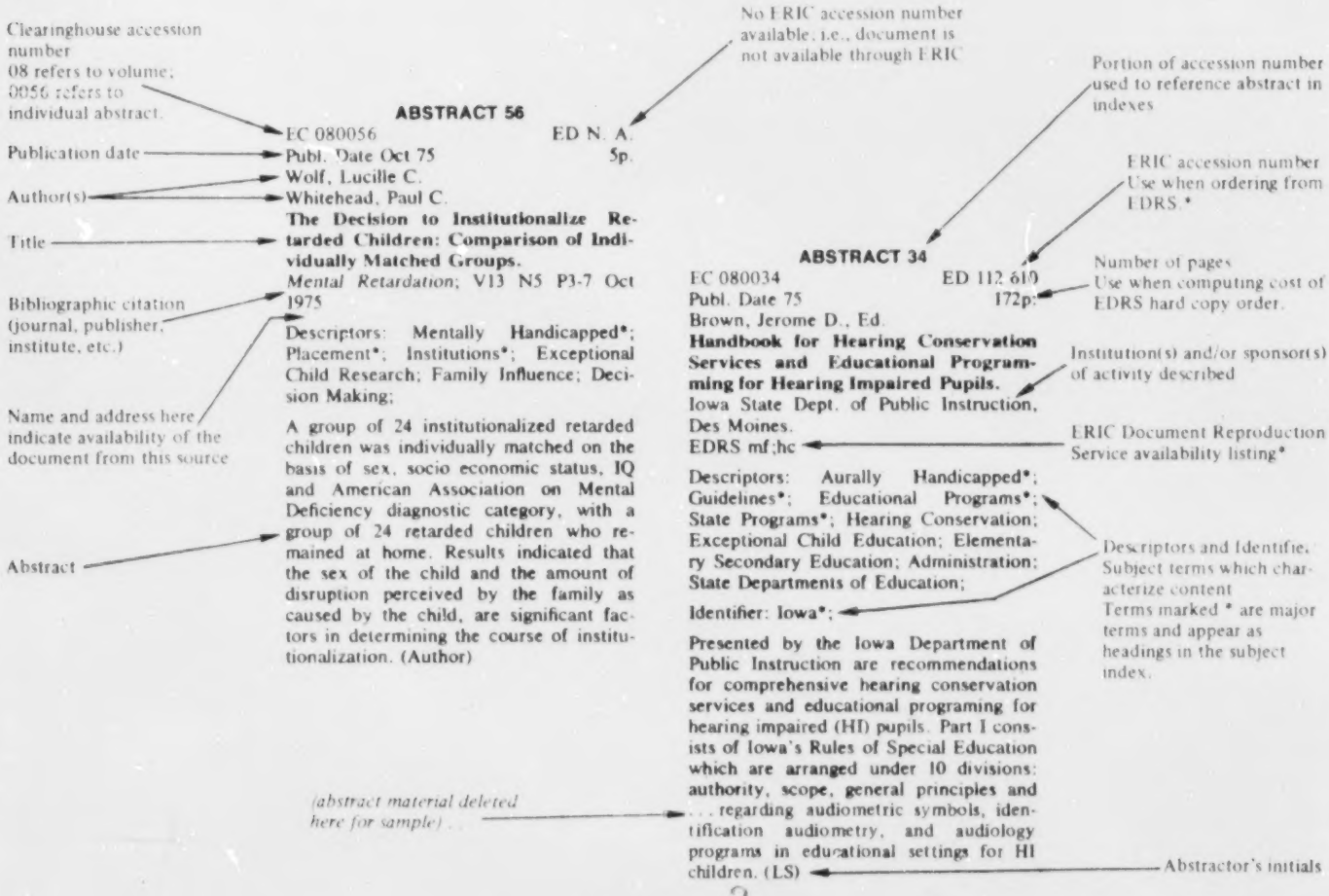
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ABSTRACT 56
EC 080056
ED N. A.
5p.
Publication date
Publ. Date Oct 75
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Number of pages
Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifie. Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

## CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

**AAESPH Review**, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

**Adolescence**, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

**American Education**, 400 Maryland Avenue SW, Washington DC 20202

**American Educational Research Journal**, 1126 16th Street NW, Washington DC 20036

**American Journal of Art Therapy**, 6010 Broad Branch Road, Washington DC 20015

**American Journal of Community Psychology**, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**American Journal of Diseases of Children**, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

**American Journal of Nursing**, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

**Archives of Otolaryngology**, 535 North Dearborn Street, Chicago, Illinois 60610

**Arithmetic Teacher**, 1906 Association Dr. Reston VA 22091

**Art Psychotherapy**, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

**ASHA**, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

**Assignment Children**, UNICEF, 7 Rue Eugene Delacroux, 75016, Paris, France

**Audecibel**, 24261 Grand River Avenue, Detroit, Michigan 48219

**Audiology & Hearing Education**, 15300 Ventura Boulevard, Suite 301, Sherman Oaks CA 91403

**Australian Citizen Limited**, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

**AVISO**, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

**Behavior Today**, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

**Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

**British Journal of Disorders of Communication**, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

**British Journal of Mental Subnormality**, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

**British Journal of Physical Education**, 10 Nottingham Place, London W1M 4 AX, England

**Bulletin of the Orton Society**, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

**Bulletin of Prosthetics Research**, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

**CSMR Bulletin**, 345 Campus Towers, Edmonton, Alberta, Canada

**Canada's Mental Health**, Information Canada, Ottawa K1A 0S9, Canada

**CEDR Quarterly**, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

**Child Care Quarterly**, 2852 Broadway, Morningside Heights, New York 10025

**Child Development**, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

**Child Welfare**, 67 Irving Place, New York, New York 10003

**Childhood Education**, 3615 Wisconsin Avenue NW, Washington DC 20016

**Children Today**, US Government Printing Office, Washington DC 20402

**Children's House**, Box 111, Caldwell, New Jersey 07006

**Colorado Journal of Educational Research**, University of Northern Colorado, Greeley, Colorado 80631

**Compact**, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

**Day Care & Early Education**, 2852 Broadway, New York, New York 10025

**Deaf American**, 5125 Radnor Road, Indianapolis, Indiana 46226

**Deficience Mentale/Mental Retardation**, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

**Developmental Medicine and Child Neurology**, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

**Devereux Forum**, 19 South Waterloo Road, Devon, Pennsylvania 19333

**DSH Abstracts**, Gallaudet College, Washington, DC 20002

**Dyslexia Review**, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

**Early Years**, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

**Early Years Parent**, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally__
**__Retarded__, 1920 Association Drive, Reston, Virginia 22091

**Education Digest**, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

**Educational & Psychological Measurement**, Box 6907, College Station, Durham, North Carolina 27708

**Educational Forum**, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

**Educational Horizons**, 2000 East 8th Street, Bloomington, Indiana 47401

**Educational Leadership**, 1201 16th Street NW, Washington DC 20036

**Educational Researcher**, 1126 16th Street NW, Washington DC 20036

**Educational Technology**, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

**Elementary School Journal**, 5801 Ellis Avenue, Chicago, Illinois 60637

**English Journal**, 1111 Kenyon Road, Urbana, Illinois 61801

**Exceptional Child** (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

**Family Involvement**, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

**Focus on Exceptional Children**, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

**Harvard Educational Review**, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

**Health Education** (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

**Hearing**, 105 Gower Street, London WC1E 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

**Hearing Rehabilitation Quarterly**, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

**Human Behavior**, PO Box 2810, Boulder, Colorado 80302

**Humanist**, 923 Kensington Ave., Buffalo, New York 14215

**Illinois Schools Journal**, 6800 South Stewart Avenue, Chicago, Illinois 60621

**Indiana Speech & Hearing Journal**, Ball State University, Muncie, Indiana 47306

**Instructor**, PO Box 6099, Duluth, Minnesota 55806

**Inter-Clinic Information Bulletin**, 317 East 34th Street, New York, New York 10016

**International Child Welfare Review**, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

**International Journal of Child Psychiatry**, Verlag 10, Basel 13, Switzerland

*journals monitored for CIJE

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**International Rehabilitation Review**, 219 East 44th Street, New York, New York 10017

**Involvement**, PO Box 460, Oak Ridges, Ontario, Canada

**Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, University of Kansas, Lawrence, Kansas 66044

**Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005

**Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523

**Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

**Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

**Journal of Community Health**, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo, New York 14222

**Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

**Journal of Education**, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701

**Journal of General Education**, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. Ontario St., Chicago IL 60611

**Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

**Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044

**Journal of Negro Education**, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

**Journal of Reading**, 6 Tyre Avenue, Newark, Delaware 19711

**Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005

**Journal of Rehabilitation of the Deaf**, 814 Thayer Avenue, Silver Spring, Maryland 20910

**Journal of School Health**, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

**Journal of Teacher Education**, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

**Lantern**, Perkins School for the Blind, Watertown, Massachusetts 02172

**Learning**, 530 University Avenue, Palo Alto, California 94301

**Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

**Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202

**Momentum**, 350, One Dupont Circle, Washington DC 20036

**Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091

**NASSP Bulletin**, 1904 Association Drive, Reston, Virginia 22091

**National Elementary Principal**, 1801 North Moore Street, Arlington, Virginia 22209

**The New Beacon**, 224 Great Portland Street, London WIN AA, England

**Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556

**Nursing Outlook**, 10 Columbus Circle, New York, New York 10019

**Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602

**Parent Communication**, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

**Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

**Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203

**Pediatric Clinics of North America**, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Perceptual and Motor Skills**, Box 1441, Missoula MT 59801

**Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009

**Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

**Polster**, PO Box 131, University Station, Syracuse, New York 13210

**Psychology in the Schools**, 4 Conant Square, Brandon, Vermont 05733

**Psychology Today**, PO Box 2990, Boulder, Colorado 80302

**Quarterly Journal of Speech**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711

**Reading Teacher**, 6 Tyre Avenue, Newark, Delaware 19711

**Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

**Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

**Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115

**Rehabilitation World**, RIUSA, 20 W. 40th St., New York NY 10018

**Remedial Education**, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

**Review of Educational Research**, 1126 16th Street NW, Washington DC 20036

**Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

**Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20852

**School Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251

**Science and Children**, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

**Sign Language Studies**, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

**Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401

**Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

**Special Education in Canada**, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

**Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830

**Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

**Teacher of the Deaf**, 50 Topsham Road Exeter EX2 4NF, England

**Teachers College Record**, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

**Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

**ABSTRACT 2983**

EC 08 2983 ED N. A.
Publ. Date 75 16p.
Ribes-I, Emilio.
And Others.
**Verbal Development in Preschool Children.**
Academic Press, Inc., 111 Fifth Ave., New York 10003 ($23.50)
Chapter 13 in Travis Thompson and William S. Dockens, III (Eds), Application of Behavior Modification (Pages 221-236).

Descriptors: Exceptional Child Research; Disadvantaged Youth; Economically Disadvantaged;* Foreign Countries; Preschool Education; Language Development;* Operant Conditioning;* Teaching Methods;* Behavior Change; Reinforcement;* Small Group Instruction; Spanish Speaking;

Identifiers: Mexico;

Evaluated was a program to improve the verbal development of low income and social class children attending a public nursery school in Mexico City. The program attempted to increase the frequency of talking (verbal rate), increase the vocabulary, and establish differential environmental control of verbal behavior. Social and token reinforcement were used in a small group setting with two observers recording verbal behavior during the following phases: baseline, experimental, reversal, reintroduction of reinforcement, and fading out of reinforcement. Results indicated the effectiveness of the social arrangement in supplying natural reinforcers gradually as the main sources of control. (DB)

**ABSTRACT 2982**

EC 08 2982 ED N. A.
Publ. Date 75 21p.
Becker, Wesley C.
**Some Effects of Direct Instruction Methods in Teaching Disadvantaged Children in Project Follow Through.**
Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($28.50)
Chapter 9 in Travis Thompson and William S. Dockens, III (Eds), Applications of Behavior Modification (Pages 139-159).

Descriptors: Exceptional Child Education; Disadvantaged Youth;* Primary Grades; Program Descriptions;* Teaching Methods;* Behavior Change; Operant Conditioning;* Educational Programs; Programed Instruction;

Identifiers: Engelmann Becker Follow Through Model;*

Described is a teaching management system for intensive basic instruction of disadvantaged children in the primary grades. Explained are the basic components of the Engelmann-Becker Follow Through Model--increasing manpower in the classroom, providing a structured plan of action, providing programed materials for small group direct instruction, utilizing operant behavioral principles to ensure efficient single task teaching, providing continuous training, and monitoring the progress of teachers and children. Quoted are preliminary results indicating encouraging results in reading and promising results in arithmetic. (IM)

**ABSTRACT 2946**

EC 08 2946 ED 122 568
Publ. Date Apr 76 11p.
Reisinger, James John.
**Educating Parents as Primary Service Providers.**
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Preschool Education; Parent Education;* Intervention;* Program Descriptions;* Models;* Program Design; Parent Role; Educational Programs;

Identifiers: Early Intervention Program;*

Described is the Holy Spirit Hospital Early Intervention Program (EIP)--a model for the delivery of services to emotionally disturbed preschoolers via their parents. Various elements (modules) of the program are reported including the intake module, the individual tutoring module, the toddler management module, the intake classroom module, the deficit-remediation classroom module, the community classroom module, and the liaison module. A major concern of EIP is noted to be systematic evaluation by an advisory committee of its service delivery program. Provided are tables on EIP's organization, the direct service module structure, and the ancillary module, as well as a sample of a child's progress chart. (SB)

**ABSTRACT 2942**

EC 08 2942 ED 122 564
Publ. Date Apr 76 4p.
Spriggs, Alice.
**Home Oriented Preschool Education.**
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: General Education;* Preschool Education; Preschool Programs;* Models; Nonprofessional Personnel; Educational Television; Instructional Materials;* Home Visits; Parent Role; Program Effectiveness; Performance Based Education;

Identifiers: Home Oriented Preschool Education; Appalachia;

Described is the Appalachia Educational Laboratory's Home Oriented Preschool Education (HOPE) program which began as a model preschool program and later shifted to development of support materials for use with young children. Use in the program of paraprofessional home visitors, educational television programs, and weekly classroom experiences is noted, advantages of these approaches (such as parent involvement) are listed, and positive results of the program are cited. Discussed is development of materials (including sets of competency based activities) for use in homes, day care settings, and classrooms. (LS)

**ABSTRACT 2926**

EC 08 2926 ED 122 548
Publ. Date Apr 76 7p.
Carpenter, Pat.
**1776-1976, Is This Progress? A Noncategorical Service Delivery System for Moderately and Severely Handicapped Children: A Slide Tape on the Margaret Harris Center, DeKalb County Schools, Georgia.**
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped;* Infancy; Early Childhood Education; Elementary Secondary Education; Program Descriptions;*

Identifiers: Noncategorical Programs;*

Presented is the script for a slide tape description of the Margaret Harris Center in DeKalb County, Georgia, a noncategorical program for moderately and severely handicapped infants and children. (CL)

**ABSTRACT 2902**

EC 08 2902 ED 122 524
Publ. Date Apr 76 21p.
Thurman, Richard L.
And Others.
**The Peabody Mathematics Readiness Test: Rationale and Philosophy, Historical Development and Utility with Mentally Retarded Children.**
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Research; General Education;* Mentally Handicapped; Educable Mentally Handicapped;* Primary Education; Mathematics;* Program Effectiveness; Number Concepts; Readiness (Mental);* Identification; Learning Difficulties; Test Construction;* Group Tests;

Identifiers: Peabody Mathematics Readiness Test;

Described are the rationale, development, and utility with mentally retarded children of the Peabody Mathematics Readiness Test (PMRT), an instrument designed to assess mathematical readiness of normal first graders and identify children who would experience difficulty with first grade mathematics. It is explained that the PMRT was intended to pinpoint areas of deficiency and help devise appropriate remediation activities. The PMRT is said to be composed of two parts: discrimination items and line drawings to be copied. Further, it is noted that the test can be group administered, has a theoretical rationale, and has been empirically validated. Discussion of

the PMRT's historical development covers such aspects as establishment of scoring schemes and weighting systems, as well as research on the effectiveness of remedial materials developed for normal first grade students. Reviewed is an experiment in which 737 normal first grade students and 175 educable mentally retarded students matched for MA were administered the PMRT. Cited among findings is the basically equal performance between normal first grade and mentally retarded Ss on the discrimination tasks of the PMRT. (CL)

### ABSTRACT 2893

EC 08 2893 ED 122 515
Publ. Date Apr 76 7p.
De Klyen, Michelle.
**Treatment Programming for Affective Behavior.**
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Behavior Problems; Affective Behavior; Academic Achievement; Early Childhood Education; Elementary Education; Self Concept;* Behavior Change; Program Effectiveness;* Case Studies;* Therapy; Student Role;

The case of Sherrie--whose problems included tantruming, self destructive, and aggressive behaviors--is presented to illustrate the Child Center's program to provide day treatment for emotionally disturbed and behavior disordered children, ages 3 through 12. In part A, the rationale for involving Sherrie in setting up and carrying out treatment programs is given. In part B, a special project to raise Sherrie's self system is described in terms of six phases (which included period of prompting, self monitoring, minicounseling, and point earning). Pre- and postprogram measures are noted to indicate that Sherrie's self esteem rating and scores in the area of academic behavior were raised during the program. (SB)

### ABSTRACT 2863

EC 08 2863 ED 122 485
Publ. Date Apr 76 11p.
Taylor, Rhea A.
And Others.
**Regional Cooperative Innovative Efforts for Preschool Multihandicapped Children.**
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped;* Cultural Differences; Preschool Education; Rating Scales;* Behavior;* Evaluation Methods; Student Evaluation;* Screening Tests; Educational Diagnosis; State Programs;

Identifiers: Lexington Developmental Scale;* Kentucky;

Discussed in the remarks by two special education teachers and two administrators from Kentucky are the development and use of the Lexington Developmental Scale (LDS) with multiply handicapped preschool children. It is explained that the LDS covers five skill areas: gross and fine motor, receptive and expressive language, cognitive, personal-social, and emotional development. The LDS is noted to be available in short form as a screening device and in long form for classroom programing. The use of the LDS in a Head Start program and its adaptation for culturally different children are also considered. (CL)

### ABSTRACT 2862

EC 08 2862 ED 122 484
Publ. Date Apr 76 31p.
Benning, Paulette M.
**Matching Children and Parents to the Appropriate Preschool Setting.**
EDRS mf; hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Preschool Education;* Program Evaluation;* Parent Role;* Parent School Relationship;* Guidelines; Selection;

Identifiers: Parent Materials;*

Intended for parents, the manual provides information helpful in choosing a preschool program appropriate for the handicapped or normal child. The bulk of the document consists of guidelines for asking two types of questions: those to be answered by asking the teacher of the classroom, and those to be answered by directly observing the classroom. Questions cover areas such as number of teachers included in the program, availability of professional services, physical structure of the classroom, teacher's responsiveness to children, and characteristics of the curriculum. Discussions of specifics to look for in choosing a program are presented after each of the 20 questions. Appended is a detachable list of the questions for use when observing a particular program. (SB)

### ABSTRACT 2861

EC 08 2861 ED 122 483
Publ. Date Apr 76 78p.
Stock, John R.
And Others.
**A Summary of the Evaluation of the Handicapped Children's Early Education Program (HCEEP).**
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Early Childhood Education;* Program Evaluation;* Child Development;* Infancy; Criterion Referenced Test;* Behavioral Objective; Social Development; Test Interpretation; Adaptation (To Environment); Cognitive Development; Communication Skills; Motor Development;

Identifiers: Childrens Early Education Developmental Inventory;* Handicapped Childrens Early Education Program;

Described is a project to develop child-based measurement scales for assessing the achievement of handicapped children (birth to 8 years old) served by the Handicapped Children's Early Education Program (HCEEP) projects. In the first section, steps involved in the development of the Children's Early Education Developmental Inventory (CEEDI) are discussed which include identification of domains to be measured (such as communication and cognition); development of item pool; selection of milestones (such as locomotion, exploration, and expression of feelings); development of items (with alternate items for various severe handicapping conditions); development of the administration manual and test kit; and development of scoring rationale. In a section on the psychometric properties of the CEEDI, tables on the quantitative assessments of the validity and reliability of each scale are provided. The next three sections address the tasks of verifying handicapping conditions of the 160 children selected from 32 HCEEP projects to be assessed with the CEEDI; followup of 95 HCEEP "graduates"; and determination of parental involvement and satisfaction with HCEEP programs. In a summary of overall impact analyses, it is concluded that there is a positive HCEEP program impact in the personal-social, adaptive, cognitive, and communication domains; and that in the motor domain, results are too mixed to state a positive program impact. (SB)

### ABSTRACT 2817

EC 08 2817 ED 121 049
Publ. Date Sum 75 49p.
**Outreach: A Special Edition of Cycles.**
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Office of Education (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Exceptional Child Education; Handicapped Children;* Early Childhood Education; Special Education;* Educational Programs;* Outreach Programs; Program Descriptions; Program Development;

Identifiers: First Chance Network;*

In a collection of seven essays, the authors explain some of the problems in developing outreach programs for handicapped children and offer examples, from their own programs, of successful efforts. Included are entries on the development of replicable products in the Chapel Hill Project (A. Sanford), target audiences among Head Start Programs (C. Murphy, Jr.), Head Start Outreach activities such as Project TAPP (Technical Assistance to Preschool Programs) (J. Jelinek), the use of media in the delivery of Language Development Programs' services (K. Horton and D. Prince), some ideas found successful in Project CEEP (Childrens Early Education Project) for replication efforts or outreach activities (K. King), efforts to evaluate Portage Project (N. Schortinghuis), and

continuation funding for the Preschool Special Education Project (C. Jordan). (SB)

### ABSTRACT 2771

EC 08 2771 ED N. A.
Publ. Date Ju/Au76 14p.
Bell, Cynthia J.
**Medical Consultants: Appropriate Selection and Utilization in Child Welfare.**
*Child Welfare*; V55 N7 P445-458 Jul/Aug 76

Descriptors: Exceptional Child Education; Child Abuse;* Preschool Education; Medical Treatment; Medical Evaluation; Social Work;* Physicians;* Role Perception; Medical Services;* Child Welfare;* Program Development;

Identifiers: Neglected Children;*

Stressed is the need for medical consultation for the child welfare worker to assure the abused or neglected child of medical followup care. The functions involved in such medical consultant roles as the health care educator, psychiatric adviser, pediatric adviser, and medicolegal adviser are briefly reviewed. Also covered are the cost of the medical consultant, implementation of medical consultation, the question of confidentiality, responsibilities of the consultant and the staff, and the child welfare worker/physician working relationship. (SBH)

### ABSTRACT 2678

EC 08 2678 ED N. A.
Publ. Date Sum 76 9p.
Thompson, Robert J., Jr.
An[ Others.
**A Model Interdisciplinary Diagnostic and Treatment Nursery.**
*Child Psychiatry and Human Development*; V6 N4 P224-232 Sum 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Preschool Education; Interdisciplinary Approach;* Educational Diagnosis;* Therapy; Program Descriptions; Educational Programs;* Parent Role; Parent School Relationship;*

Identifiers: Developmental Disabilities;*

Described is a model interdisciplinary diagnostic and treatment nursery program for serving up to 10 preschool developmentally disabled or mentally handicapped children at a given time. It is explained that major program components are the parent professional partnership and the objective specification of problems, treatment plan, and treatment methods for each youngster, by the interdisciplinary team. The concept of efficiency index is used to document and compare program effectiveness for four treatment cases, one of which is presented in detail. It is stressed that children who made the greatest gains had the highest degree of parent involvement. (Author/DB)

### ABSTRACT 2645

EC 08 2645 ED N. A.
Publ. Date Jun 76 4p.
Bassin, Jeff.
Drovetta, Diane.
**Parent Outreach.**
*Exceptional Parent*; V6 N3 P6-9 Jun 1976

Descriptors: Handicapped Children;* Parent Counseling;* Exceptional Child Education; Infancy; Program Descriptions; Volunteers; Community Organizations;

Identifiers: Parent Outreach Program;*

The Parent Outreach Program was initiated to link parents who are already raising children with disabilities with new parents of disabled children. Parent outreach volunteers are provided with three 2-hour training sessions that include information on services available to disabled children and their families, ways for volunteers to express their own feelings and accept the feelings of others, and role playing. Parent-to-parent meetings usually involve sharing ideas about ways to tell friends and relatives about the child's disability and providing suggestions on the basic procedures of home training. (SB)

### ABSTRACT 2635

EC 08 2635 ED N. A.
Publ. Date Jul 76 4p.
Helmick, Joseph W.
**Effects of Therapy on Articulation Skills in Elementary-School Children.**
*Language, Speech, and Hearing Services in Schools*; V7 N3 P169-172 Jul 1976

Descriptors: Speech Handicapped;* Articulation (Speech);* Speech Therapy;* Program Effectiveness;* Exceptional Child Research; Primary Education;

Evaluated was the effectiveness of a planned remediation program with 26 second grade children with articulation errors. Comparison with a control group of children with articulation errors who did not receive remediation indicated significant and positive changes in articulatory skills for the therapy group receiving therapy beyond any change attributable to maturational effects. (DB)

### ABSTRACT 2633

EC 08 2633 ED N. A.
Publ. Date Jul 76 9p.
Scalero, Angela M.
Eskenazi, Constance.
**The Use of Supportive Personnel in a Public School Speech and Language Program.**
*Language, Speech, and Hearing Services in Schools*; V7 N3 P150-158 Jul 1976

Descriptors: Speech Handicapped;* Language Programs;* Speech Therapy;* Paraprofessional Personnel;* Volunteers;* Program Descriptions;* Exceptional Child Education; Articulation (Speech); Elementary Education; Preschool Education;

Identifiers: Paraprofessional Education;

Described is a program of the Los Angeles Unified School District to train 15 paid speech aides and 15 volunteers to provide remedial instruction for 261 pupils (4-12 years old) with either articulation disorders or potential speech problems. Explained are the qualifications for selection of aides and volunteers (such as high school graduation), the activities they performed (such as implementing specific language or articulation programs under supervision), and components of the 70-hour preservice training program (such as training in the use of operant procedures). Evaluation is reported to have shown that the supportive personnel successfully expanded and supplemented the services of the speech and language specialists. (DB)

### ABSTRACT 2565

EC 08 2565 ED N. A.
Publ. Date May 76 2p.
Craig, Helen B.
**Play and the Deaf Child.**
*Publication*; V9 N4 P72-73 May 76

Descriptors: Exceptional Child Education; Aurally Handicapped; Deaf;* Primary Education; Play;* Play Therapy; Language Development; Learning Laboratories;* Program Descriptions; Role Playing;*

The deaf child's early interactional play may be restricted because of delayed language development and the fact that role playing depends on shared symbols. In a program for children 6-to 8-years-old at the Autotelic Language Lab at Western Pennsylvania School for the Deaf, activities throughout the lab are incorporated into an overall theme, such as a grocery store, with the deaf children enacting the roles of clerks or shoppers; the staff members participating as role models. The program helps overcome the deficit of deaf children in interactive play by enabling them to differentiate self and others and recognize roles and attitudes of members of the community. (IM)

### ABSTRACT 2482

EC 08 2482 ED 120 995
Pub' Date Jun 75 88p.
Richards, Mary JoAnn.
**Early Childhood Education at Home Project. Final Report.**
Curriculum Improvement Center, Martinsburg, WV.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, DC.
EDRS mf;hc

Descriptors: Exceptional Child Education; Handicapped Children;* Preschool Education;* Home Instruction;* Parent Education; Program Effectiveness; Rural Areas;* Program Descriptions; Educational Objectives; Instructional Materials; Diagnostic Teaching;

Identifiers: Final Reports;

Detailed in the final report of the 4-year project designed to provide home preschool education for handicapped and nonhandicapped Appalachian children are organization arrangements, project objectives, curriculum design, dissemination methods, program findings, and recommendations. Administration is explained to involve a regional board of directors as well as a regional early education advisory council. Project objectives are summarized, including specific goals and achievements for children (improved academic achievement, self con-

cept, and social development), parents (such as increased acceptance and understanding of their child's handicap), teachers, materials (such as the identification and procurement of effective instructional materials), and the school system (including decreased retention rate in first grade). Among findings cited are acceptance by educational leaders and replication of at home preschool education programs. Among seven appendixes are sample assessment, child profile, and prescription forms. (For related information, see EC 08 2480 and EC 08 2481.) (CL)

### ABSTRACT 2477

EC 08 2477 ED 120 991
Publ. Date Aug 75 255p.
Gordon, Ronnie.
And Others.
**Evaluation of Behavior Change; Part I: Study of Multi-Handicapped Young Children. Part II: Interaction Between Program and Parents. Final Report.**
New York Univ., NY, Medical Center.
Bureau of Education for the Handicapped, Washington, DC
EDRS mf;hc

Descriptors: Exceptional Child Education; Exceptional Child Research; Multiply Handicapped;* Infancy;* Early Childhood; Intervention; Stimulation; Program Effectiveness;* Child Development; Parent Education;* Student Evaluation;* Behavior Change;

Identifiers: Final Reports;

Presented are the final reports of a two-part project designed to measure the effect of an intensive in-patient developmental program on 40 young multihandicapped children (18-36 months old) and their parents. Part I describes a system developed and tested to record and analyze changes in child functioning. Reported are results from teacher-written logs and videotaped diagnostic sessions on the following dimensions: interaction with materials; awareness of the environment; social responsiveness; expressive communications; affect, gross motor, and fine motor ability. (A coding manual is appended.) Among findings cited are that mental age was more meaningful than chronological age as a descriptor of status, and that age levels assigned to competent work with educational materials yielded the most relevant information for developmental assessment/prescription. Part II describes an analysis of openended, comparatively nonstructured weekly interview sessions with parents of 20 of the children in Part I. Results of complementary quantitative analyses are said to indicate that most parents were found to shift from an original emphasis on physical and language disabilities to consideration of other developmental aspects. Parental satisfaction with programmatic intent and implementation is documented, as well as the change in parents from a passive and "recipient" role to one of greater participation. It is noted that socioeconomic status and type and degree of disability of their children were not found to be related to parents' attitudes toward the program. (Author/CL)

### ABSTRACT 2459

EC 08 2459 ED N. A.
Publ. Date Jun 76 3p.
Bradley, Doris P.
**Expanded Speech Pathology Services.**
*PRISE Reporter*; V7 P1-3 Jun 76

Descriptors: Exceptional Child Education; Speech Handicapped;* Infancy; Early Childhood; Speech Pathology;* Teaching Methods;* Program Effectiveness;

Discussed are factors in expanding speech pathology services to infants and young children. Successful early intervention programs using center based or home based approaches are noted. Present techniques in speech pathology are seen to need the inclusion of methods (such as operant conditioning) for working with the more severely or younger handicapped person. New techniques, both technological and clinical, are described. Stressed is the importance of demonstrating accountability through evaluation of program effectiveness. (DB)

### ABSTRACT 2409

EC 08 2409 ED N. A.
Publ. Date Jul 76 6p.
Frank, Thomas.
Gordetsky, Sharon.
**Child-Focused Mental Health Consultation in Settings for Young Children.**
*Young Children*; V31 N5 P339-344 Jul 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Early Childhood Education; Consultants;* Models;* Mental Health;* Program Descriptions; Case Studies; Role Perception; Parent Role;

A model for mental health consultation for young children is described in terms of philosophy, elements, case illustrations, and implementation. The consultant is noted to establish a nonauthoritative atmosphere where educational personnel provide observations and facts for discussion on an individual child. Consultations are reported to be case oriented and to emphasize the parent's role in the child's educational experience. Two cases, one a behaviorally "retarded" 4-year-old girl and the other a disruptive 5-year-old boy, are presented to illustrate the consultation process. The ideal consultation program is seen to include an understanding between the consultant and administrative director regarding the type of service to be offered, the provision of a quiet meeting place, and regularly scheduled meetings with all staff members present. (SB)

### ABSTRACT 2393

EC 08 2393 ED N. A.
Publ. Date Nov 75 14p.
Rees, R. J.
**Key Variables Determining the Acquisition of Speech by "Autistic" Five Year Olds.**
*Slow Learning Child*; V22 N3 P159-172 Nov 1975

Descriptors: Autism;* Speech Therapy;* Psychotherapy;* Parent Influence;* Exceptional Child Research; Preschool Education; Social Adjustment; Motor Development; Behavior Change; Performance Factors;

A program to develop speech was provided for two preschool boys showing characteristics of early infantile autism. The 9 month teaching program, in which parent involvement was encouraged, had the following objectives: establish a consistent helping relationship; reduce hyperactivity and the associated "figure-ground" problem; give Ss experiences in fine motor activities; engage each S in simple physical activity; and teach each boy to name various stimuli and then to make simple sentences. Despite similar scores on the Rimland Diagnostic Check List and the Prior and MacMillan Sameness Scale and similar therapy programs, one S improved enough to be sent to a regular school while the other remained in a special school. Differences were possibly due to dissimilar home and school environments or organic factors. (SB)

### ABSTRACT 2392

EC 08 2392 ED N. A.
Publ. Date Nov 75 6p.
Jason, L.
Carter, B.
**Paraprofessionals Providing Behavioural Techniques to Families of Disadvantaged Toddlers.**
*Slow Learning Child*; V22 N3 P153-158 Nov 1975

Descriptors: Disadvantaged Youth;* Parent Child Relationship;* Behavior Change;* Intervention;* Cognitive Development;* Psychomotor Skills;* Exceptional Child Research; Preschool Education; Paraprofessional Personnel; Reinforcement;

Trained paraprofessionals were used to involve family members in a preventive behavioral program for nine disadvantaged infants evidencing early developmental lag. Intervention sessions were held twice weekly in Ss' homes and featured a hierarchical series of lessons (which included expanding vocabularies and conversational speech) in which reinforcers were used. The Daily Behaviour Form was used to evaluate the percent of time children followed directions and the extent of parent involvement in lessons; and the Bayley Scales of Infant Development were administered to assess the intellectual development of all Ss before and after the program. Results showed that mothers became increasingly more involved over the course of the program, that children followed a higher percentage of requests made by mothers, and that children's mental and psychomotor index scores increased. (SB)

### ABSTRACT 2364

EC 08 2364 ED N. A.
Publ. Date Sum 76 7p.
Gallagher, James J.
**Planning for Early Childhood Programs for Exceptional Children.**
*Journal of Special Education*; V10 N2 P171-177 Sum 1976

Descriptors: Handicapped Children;* Preschool Education;* Program Planning;* Models;* Educational Trends;* Excep-

tional Child Education; Conceptual Schemes;

Special educators need to consider the implications of trends toward the rapid expansion of preschool programs for the handicapped, and the increased demand on educators at all levels for systematic planning. Adoption of the proposed systematic planning model allows the user to do the following: (1) define the scope of the problem addressed, (2) identify alternative strategies to solve the problem, (3) choose explicit criteria for selection of strategy, (4) detail the needed resources to carry out a strategy, and (5) plan for evaluation and accountability. Two major problems remaining are that a long range plan, once stated, becomes inflexible, and that without budget control it becomes impractical. (Author/DB)

### ABSTRACT 2315

EC 08 2315 ED N. A.
Publ. Date Jun 76 5p.
Nelson, Rosemary O.
And Others.
**The Effectiveness of Speech Training Techniques Based on Operant Conditioning: A Comparison of Two Methods.**
*Mental Retardation*; V14 N3 P34-38 Jun 1976

Descriptors: Mongolism;* Operant Conditioning;* Program Effectiveness;* Expressive Language;* Exceptional Child Research; Mentally Handicapped; Early Childhood Education;

Four speech deficient mentally retarded children (3-5 years old) with Down's syndrome were taught imitative verbal responses by two methods based on operant conditioning principles. After pretesting on three lists of verbal stimuli, 2 Ss were trained on list A by I. Lovaas' method (using visual, auditory, and tactile prompts), given a midtest, trained on list B by R. Nelson and I. Evans' method (using visual, auditory, and kinesthetic cues), and given a posttest. List C was an untrained control list. The other 2 Ss underwent the same training in reverse order. Results indicated that the two methods were equally effective in producing increments in numbers of correct responses on their respective training lists of verbal stimuli, with the major difference being that the Nelson and Evans' method produced a lower variability in the number of training trials required to meet criterion. (Author/CL)

### ABSTRACT 2091

EC 08 2091 ED N. A.
Publ. Date Spr 76 12p.
Mackler, Bernard.
**Cooling Out the Community: The Politics of Compensatory Education.**
*Journal of Negro Education*; V45 N2 P122-133 Spr 76.

Descriptors: Exceptional Child Education; Disadvantaged Youth;* Minority Groups; Urban Education; Preschool Education; Intervention;* Program Effectiveness;* Program Evaluation;* Political Influences; Community Role;

Identifiers: Quality Incentive Program;

Summarized are findings from the 1969 evaluation of 171 state funded compensatory education projects for urban disadvantaged preschool children in New York City. It is explained that the projects, comprising the Quality Incentive Program, were designed to ensure equal education for urban children, promote community involvement, and provide career opportunities for professional and paraprofessional minority group members. Among findings reported are that in May of the school year, 80% of the 106 all-year projects were rated very effective, and that the objective for minority career development was met. Recommendations cited include funding the programs beyond the one year level. Questions are raised concerning political implications of compensatory education. (CL)

### ABSTRACT 2084

EC 08 2084 ED N. A.
Publ. Date May 76 4p.
Morris, Anne G.
And Others.
**Educational Intervention for Preschool Children in a Pediatric Clinic.**
*Pediatrics*; V57 N5 P765-768 May 1976

Descriptors: Minority Groups;* Parent Education;* Cognitive Development;* Program Descriptions;* Intervention;* Exceptional Child Education; Disadvantaged Youth; Infancy; Early Childhood; Blacks; Spanish Speaking; Parent Role;

A parent education program aimed at promoting cognitive development in 150 2- and 3-year-olds of Black and Hispanic families was instituted in both a pediatric clinic of a general hospital and a child health station in the community. Parent participants were asked to work at home daily with their children using age-graded play materials supplied by the program. They were tutored individually, in the clinic playroom, by bilingual playroom assistants using role-playing techniques. One hundred fifty children completed the program out of a total of 468. Subjects were tested before and after training on the Cattell/Stanford-Binet and showed a positive gain in performance. Parents reported that their program experiences made them aware of their ability to teach their children. This was reflected in their changing view of the children's activities which were previously seen as aimless and "bad" and were now viewed as constructive and amenable to modification by the parents. (Author)

### ABSTRACT 2020

EC 08 2020 ED N.A.
Publ. Date May 76 17p.
Costello, Janis.
Onstine, Joanne M.
**The Modification of Multiple Articulation Errors Based on Distinctive Feature Theory.**
*Journal of Speech and Hearing Disorders*; V41 N2 P199-215 May 1976

Descriptors: Articulation (Speech);* Remedial Programs;* Phonetics;* Program Effectiveness;* Exceptional Child Research; Speech Handicapped; Preschool Education; Theories; Speech Handicapped; Preschool Education; Theories;

Identifiers: Distinctive Feature Theory;*

The effectiveness of articulation remediation procedures based on distinctive feature theory was evaluated through the administration of an articulation program involving two preschool children with multiple phoneme errors which could be described by a distinctive feature analysis. Both children substituted stop phonemes for most continuant phonemes. Each child was individually administered the distinctive feature program. Data indicated the adequacy of the treatment program, the acquisition of correct articulation of the two directly treated target phonemes, and the concurrent improvement of five other nontreated error phonemes. Such across-phoneme generalization was predicted by distinctive feature theory. (Author)

### ABSTRACT 1985

EC 08 1985 ED N. A.
Publ. Date Apr 76 8p.
Martz, Helen.
**Demonstration Projects: Learning Through Doing.**
*Social and Rehabilitation Record*; V3 N1 P4-7, 22-25 Apr 76

Descriptors: Exceptional Child Education; Handicapped Children;* Early Childhood; Federal Programs;* Screening Tests;* Clinical Diagnosis; Demonstration Projects;* Program Evaluation; Health Services;*

Identifiers: Early Periodic Screening Diagnosis and Treatment Program;*

Discussed are evaluation findings for the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) component of the Medicaid program; and described are 24 EPSDT related demonstration projects and contracts for handicapped children. Among evaluation findings reported are that 47% of the children screened under EPSDT services were found to have medical problems while 52% had medical and dental problems; case monitoring and referral procedures were deficient; and the high incidence of developmental lags was comparable to that found in the general population. Thirteen demonstration projects providing health care services for urban, rural, day care, and statewide systems are summarized. It is explained that contracts have been awarded to such groups as the American Academy of Pediatrics and the American Orthopsychiatric Association to provide planning, implementation, and case monitoring assistance. (CL)

### ABSTRACT 1955

EC 08 1955 ED N. A.
Publ. Date Apr 76 4p.
Fesler, Elizabeth.
And Others.
**Effects of Follow Through Model: Primary Education Project-Individually Prescribed Instruction (PEP-IPI) on Children's Academic Competence.**
*Psychology in the Schools*; V13 N2 P181-184 Apr 76

Descriptors: Exceptional Child Research; Disadvantaged Youth;* Primary Educa-

tion; Longitudinal Studies; Academic Achievement;* Program Effectiveness;* Individualized Instruction;*

Identifiers: Primary Education Project Individually Prescribed Instruction;

Evaluated was the academic performance of 253 kindergarten through third grade disadvantaged students at the conclusion of 1, 2, or 3 years of participation in the Primary Education Project-Individually Prescribed Instruction (PEP- IPI) program. Results of the Metropolitan Readiness Test, California Mental Maturity Test, Metropolitan Upper Primary Reading Test, and the Ohio Survey Test indicated that the PEP-IPI Ss, when compared to 61 control students, demonstrated significant achievement. (CL)

### ABSTRACT 1920

EC 08 1920 ED N. A.
Publ. Date 76 2p.
Stengel, Arthur H.
Noite, Jane.
**Parents Are a Child's First and Best Teachers.**
*Bureau Memorandum*; V17 N2 P12-13 1976

Descriptors: Handicapped Children;* Parent Education;* Prevention;* Child Development;* Health Education;* Exceptional Child Education; Preschool Education; Program Descriptions; Material Development; Delivery Systems;

Identifiers: Project HAPPE (Home Aid for Parents in Preschool Education);*

Project HAPPE (Home Aid for Parents in Preschool Education) focuses on prevention as it relates to early childhood health and development and directs project efforts toward the development of materials on parenting skills. Six types of educational materials for parents have been successfully tested and include Dial HARMONY (a telephone dial access system with pretaped messages on such topics as dental care and nutrition), the Hospital Program (a series of discussions for new parents), and screening materials to help both parents and educators assess a child's developmental status. (SB)

### ABSTRACT 1919

EC 08 1919 ED N. A.
Publ. Date 76 3p.
Kias, John R.
**A Closer Look at How EEN Early Childhood Programs Are Developing in Wisconsin's Public School Districts.**
*Bureau Memorandum*; V17 N2 P9-11 1976

Descriptors: Handicapped Children;* Questionnaires;* Educational Programs;* School Districts;* Exceptional Child Research; Preschool Education; State Surveys; Program Development;

Identifiers: Wisconsin;*

A questionnaire, designed to explore a number of areas relating to the programing, staffing, and implementation of educational programs for 3- and 4-year-old children with exceptional educational needs (EEN), was sent to Wisconsin's 436 school districts. Findings from the 214 returned questionnaires (63% of which were from smaller districts) suggested that the majority of Wisconsin school districts have launched cooperatively into developing preschool programs for EEN children across the state. (SB)

### ABSTRACT 1918

EC 08 1918 ED N. A.
Publ. Date 76 5p.
Hillard, Jean.
Shearer, Marsha.
**The Portage Project.**
*Bureau Memorandum*; V17 N2 P4-8 1976

Descriptors: Handicapped Children;* Program Descriptions;* Intervention;* Home Instruction;* Exceptional Child Education; Early Childhood Education; Parent Role; Program Effectiveness;

Identifiers: Portage Project;*

Presented is a description of the Portage Project, an early intervention program with a home-based delivery system which serves 163 children (0-6 years old) with exceptional educational needs. Covered are the following aspects of the program rationale: referral and program placement, curriculum planning, the home teaching process, accountability, reporting to schools, and inservice training. Project results are noted to indicate that with parental instruction, children can progress above their expected developmental rate. (SB)

### ABSTRACT 1916

EC 08 1916 ED N. A.
Publ. Date 76 1p.
Melcher, John W.
**Early Childhood Education for EEN Children: Specific or Generic Programming?**
*Bureau Memorandum*; V17 N2 P2 1976

Descriptors: Handicapped Children;* Special Education;* Teaching Methods;* Program Design;* Exceptional Child Education; Early Childhood Education;

Identifiers: Specific Programs; Generic Programs;

There are two major types of early childhood services being provided or planned for children with exceptional educational needs (EEN): the specific program designed for a group of EEN children with a common problem, and the generic or "broad spectrum" model which provides services for the child and his family with emphasis on the child's current educational behaviors and needs rather than on a single program thrust. (SB)

### ABSTRACT 1894

EC 08 1894 ED N. A.
Publ. Date 76 292p.
**Learning Steps: A Handbook for Persons Working with Deaf-Blind Children in Residential Settings.**
California State Education Department, Southwestern Region Deaf-Blind Center, 721 Capitol Mall, Sacramento, CA 95814

Descriptors: Exceptional Child Education; Multiply Handicapped; Deaf Blind;* Early Childhood Education; Teaching Guides;* Residential Programs; Self Care Skills;* Teaching Methods; Eating Habits; Play; Sign Language;* Teacher Role;

The handbook for persons working with deaf blind children in residential settings includes general suggestions, specific teaching activities, and an introduction to sign language. It is explained that the book is based on the John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf Blind Children. General suggestions are provided for topics such as setting goals and encouraging independence and for dealing with the child's sight, hearing, health, discipline, language, and play. A major portion of the document consists of specific activities and illustrations for teaching the following skills (sample subsections are in parentheses): body movement (walking, body awareness); eating (using utensils, setting the table); dressing (selecting clothes, tying shoes); toilet training (flushing the toilet, washing hands); personal hygiene (brushing teeth, washing hair); and play (playing Simon Says, following an obstacle course). Basic signs are introduced with each activity, and the final section of the document contains illustrations of the manual alphabet and more than 120 signs. (LS)

### ABSTRACT 1814

EC 08 1814 ED N. A.
Publ. Date Feb 76 3p.
Bartholomew, Robert.
**Learning Devices for Mentally Retarded Children.**
*Education and Training of the Mentally Retarded*; V11 N1 P37-39 Feb 1976

Descriptors: Trainable Mentally Handicapped;* Material Development;* Instructional Materials;* Exceptional Child Research; Mentally Handicapped; Early Childhood Education; Elementary Education; Program Effectiveness;

Two learning devices, a dressing smock and a figure reproduction stencil, were constructed by an interdisciplinary team of designers, psychologists and educators. The devices were effective in increasing the dressing skills and cognitive, perceptual, and manipulative abilities of eight trainable mentally retarded children (4-9 years old). (CL)

### ABSTRACT 1809

EC 08 1809 ED N. A.
Publ. Date Feb 76 6p.
Safford, Philip L.
And Others.
**A Stimulation Program for Young Sensory- Impaired, Multihandicapped Children.**
*Education and Training of the Mentally Retarded*; V11 N1 P12-17 Feb 1976

Descriptors: Multiply Handicapped;* Program Descriptions;* Intervention;* Stimulation;* Exceptional Child Education; Infancy; Early Childhood; Case Studies;

Five case studies portray the effectiveness of an interdisciplinary parent-child intervention program for 18-to 36-month-old sensory impaired multiply handicapped children. The stimulation

program is explained to consist of relaxation activities, sensory experiences, feeding instruction, and environmental exploration. (CL)

### ABSTRACT 1805

EC 08 1805 ED N. A.
Publ. Date 76 332p.
Wallach, Michael A.
Wallach, Lise.
**Teaching All Children to Read.**
University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637 ($12.95)

Descriptors: Exceptional Child Education; Exceptional Child Research; Disadvantaged Youth; Economically Disadvantaged;* Primary Grades; Basic Reading;* Reading Readiness; Phonics;* Teaching Methods;* Program Effectiveness;* Tutoring; Guidelines;

Described is a tutorial reading program reported to be effective with disadvantaged first grade children. The authors maintain that many children have trouble learning to read because they do not know how to recognize, manipulate, and blend the sound phonemes. An advantage of the program is seen to be its suitability for use by nonprofessional community tutors. Reported is the authors' research with 98 economically disadvantaged first grade children with poor initial reading readiness skills. Results showed significant differences for tutored Ss over controls in reading achievement. Individual chapters focus on the following topics: a history of the failure of educational reforms and compensatory education, a description of basic reading skills, a description of the cumulative mastery reading program, the use of community tutors in the schools, results of the field research, and implications for theory and practice. Appended are the tutor's manual, an alpha-picture chart, and data on individual children in the field test. (DB)

### ABSTRACT 1793

EC 08 1793 ED N. A.
Publ. Date Ma/Ap76 3p.
Miller, Peter G.
**Vision Screening for Migrant Children.**
*Children Today*; V5 N2 P6-7 36 Mar/Apr 76

Descriptors: Exceptional Child Services; Disadvantaged Youth;* Visually Handicapped;* Preschool Education; Elementary Secondary Education; Screening Tests;* Migrant Children;* Health Services; Delivery Systems; Federal Programs; Program Descriptions; Information Systems;

A federally funded project has provided vision screening for more than 8,000 preschool and school-aged migrant children in northern California. The screening revealed that of the approximately 11% of the preschoolers with ocular problems requiring further evaluation, 28% were treated and the remainder identified for future examination. An effective followup system to monitor the vision screening and treatment has been initiated in a computer system which maintains health and medical information for more than 444,000 migrant children in the US. (CL)

### ABSTRACT 1771

EC 08 1771 ED N. A.
Publ. Date Apr 76 9p.
Jason, Leonard A.
And Others.
**Relational and Behavioral Interventions with Economically Disadvantaged Toddlers.**
*American Journal of Orthopsychiatry*; V46 N2 P270-278 Apr 1976

Descriptors: Economically Disadvantaged;* Preschool Education;* Program Effectiveness;* Home Instruction;* Intelligence Level;* Exceptional Child Research; Intervention; Behavior Change; Social Development; Language Development;

Identifiers: Developmental Disabilities;*

Two matched groups of 10 economically disadvantaged children (12-24 months old) referred for early social or verbal developmental lags or home environment problems, participated either in a center-based "relational" or a home-based "behavior modification" intervention. Although both programs accelerated youngsters' intellectual development, there were few differences between groups on the criterion change measures. (Author)

### ABSTRACT 1764

EC 08 1764 ED N. A.
Publ. Date Apr 76 5p.
Jelinek, Janis A.
**A Pilot Program for Training and Utilization of Paraprofessionals in Preschools.**
*Language, Speech, and Hearing Services in Schools*; V7 N2 P119-123 Apr 1976

Descriptors: Disadvantaged Youth;* Language Handicaps;* Language Development;* Nonprofessional Personnel;* Program Effectiveness;* Exceptional Child Research; Preschool Education; Articulation (Speech); Mexican Americans; Teacher Aides;

Identifiers: Project Head Start;* Paraprofessional Education;

A pilot program for the training and utilization of paraprofessionals as communication aides in five Head Start centers involved five aides and 99 children (approximately one-third of whom were bilingual Mexican Americans). Analysis of pretest and posttest data from the Language and Articulation Screening Test revealed significant differences among means for the scores of Ss enrolled in each of the five centers. Only eight Ss failed to show progress, and language programing delivered by the aides seemed to be equally effective for the Mexican American and the Caucasian children. (LS)

### ABSTRACT 1737

EC 08 1737 ED N. A.
Publ. Date Mar 76 4p.
Grubb, Susan A.
**"Back of the Yards" Goes Bilingual.**
*American Education*; V12 N2 P15-18 Mar 76

Descriptors: Exceptional Child Education; Disadvantaged Groups; Ethnic Groups;* Spanish Speaking; Preschool Education; Elementary Secondary Education; Program Descriptions;* Bilingualism;* Cultural Differences;* Reading; Educational Methods;

Described is a bicultural bilingual education program for Spanish American children from preschool through the eighth grade attending Seward School in Chicago. Stressed are use of the child's dominant language as the primary instructional mode, the inclusion of multicultural experiences, and the value of the active parent involvement component. Noted is the school's involvement in Project R.E.A.D. (Reading, Environment, and Development). (DB)

### ABSTRACT 1702

EC 08 1702 ED 119450
Publ. Date Jun 75 100p.
Greenstein, Jules M.
**Methods of Fostering Language Development in Deaf Infants.**
Lexington School for the Deaf, New York, New York.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Exceptional Child Research; Aurally Handicapped; Deaf;* Preschool Education; Auditory Training;* Language Development;* Parent Child Relationship; Interaction; Mothers; Parent Influence;* Intervention; Program Effectiveness; Electromechanical Aids;* Language Tests; Parent Education; Longitudinal Studies;

Identifiers: Final Reports;

Thirty deaf children admitted to an auditory training program before age 2 were studied longitudinally to age 40 months in an investigation of the effectiveness of early intervention, the relationship between mother-child interaction and language acquisition, and the effectiveness of new devices developed for auditory training. Among findings were that Ss admitted prior to 16 months showed greater language competence and that Ss' mothers with better language skills were less coercive and more sensitive and accepting to their children. Affective aspects of mother-infant interaction were more highly correlated with the child's language acquisition than were technical aspects of the mother's language. Devices developed to reinforce vocalization and to stimulate receptive language in Ss from deaf homes included a sound activated mobile and a Teddy bear. Problems such as technical difficulties and insufficient child interest led to the conclusion that the devices were of limited value. Subsequent experiments which provided direct auditory and speech training services to deaf parents seemed more promising. (Appendixes include the Lexington Preschool Oral Language Assessment, Mother-Infant Communication Rating Scales, and diagrams of the auditory training devices.) (LS)

**ABSTRACT 1623**

EC 08 1623 ED N. A.
Publ. Date Spr 76 8p.
Lorion, Raymond P.
And Others.
**Effects of a School Mental Health Project: A One-Year Follow-Up.**
*Journal of School Psychology*; V14 N1 P56-63 Spr 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems;* Primary Education; Therapy;* Adjustment (To Environment);* Program Effectiveness;* Mental Health; School Services;

Matched samples of approximately 70 primary grade children who had (terminators) or had not (nonterminators) successfully participated in a school based project for the early detection and treatment of school maladaption were compared on teacher ratings of adjustment with a control sample having no prior program contact. Terminators were found to have significantly more positive school adjustment ratings than nonterminators and controls, both 5 and 12 months after their final program contact. Findings indicated that the program has positive consequences for children in the primary grades which generalize to new classroom settings and remain stable over time. The absence of adjustment differences between nonterminators and controls suggested the importance of developing alternative approaches for those not benefiting from the program. (Author)

**ABSTRACT 1617**

EC 08 1617 ED N. A.
Publ. Date Mar 76 8p.
Cornell, Edward H.
Gottfried, Allen W.
**Intervention with Premature Human Infants.**
*Child Development*; V47 N1 P32-39 Mar 76

Descriptors: Exceptional Child Research; Infancy; Premature Infants;* Research Methodology;* Stimulation;* Prevention; Program Effectiveness; Sensory Training;* Motor Development; Intervention;*

Identifiers: Developmental Disabilities;*

Stimulation has been given to young infants to prevent the developmental disabilities often associated with prematurity. A review of these experimental programs reveals a lack of knowledge as to the ecology of the premature infant. This is indicated in the assumption that premature infants are sensorily deprived and by the arbitrary differences in the nature of stimulation techniques. Despite various problems in methodological design and outcome assessment, stimulated infants tend to perform at higher levels than control-group infants on measures of sensorimotor and motor development. Future research should be directed toward specifying the environment and processing capacities of the premature infant, and that intervention studies should make use of the 4-group design proposed by R. Solomon and M. Lessac (1968). (Author)

**ABSTRACT 1605**

EC 08 1605 ED N. A.
Publ. Date Mar 76 4p.
Vincent, Jerry.
And Others.
**Effects of the WIST Reading Readiness Program on First Grade Readiness and Later Academic Achievement.**
*Journal of Educational Research*; V69 N7 P250-253 Mar 76

Descriptors: Exceptional Child Research; Disadvantaged Youth;* Economically Disadvantaged;* Minority Groups;* Preschool Education; Reading Readiness;* Program Effectiveness;* Academic Achievement;

The effects of a reading readiness program developed specifically by the Western Institute for Science and Technology (WIST) for 124 disadvantaged preschoolers and its influence on later academic achievement were studied for a 3 year period. The hypothesis that experimental Ss would show greater first grade readiness than control Ss was supported for years 1 and 2. Data available for year 1 at the end of the third grade suggested that the positive effects of such a program can be long lasting and generalize to new content areas. (Author)

**ABSTRACT 1593**

EC 08 1593 ED N. A.
Publ. Date Mar 76 8p.
Townsend, Peter W.
Flanagan, John J.
**Experimental Preadmission Program to Encourage Home Care for Severely and Profoundly Retarded Children.**
*American Journal of Mental Deficiency*; V80 N5 P562-569 Mar 1976

Descriptors: Custodial Mentally Handicapped;* Placement;* Parent Counseling;* Exceptional Child Research; Mentally Handicapped; Trainable Mentally Handicapped; Preschool Education; Intervention; Mothers; Program Effectiveness;

Identifiers: Deinstitutionalization;

Sixty-one severely and profoundly retarded children under 6 years old were randomly assigned to experimental and control groups in an investigation of treatment programs to reduce institutionalization. Ss in the control group received the traditional program of institutional preadmission social work counseling, while experimental group Ss and their parents received additional home instruction, counseling, and information on available community resources. Results showed that counseling with the mother alone tended to result in increased marital conflict as well as a decision to keep the child at home, particularly in cases where parents were uncertain about their plans and hopes. Instructing the mother in child training procedures tended to reduce the number of instances of objectionable child behavior and to induce a decision to keep the child at home, particularly for those parents uncertain about their child's future. (Author/CL)

**ABSTRACT 1568**

EC 08 1568 ED N. A.
Publ. Date 75 86p.
Weinberg, Richard A., Ed.
Moore, Shirley G., Ed.
**Evaluation of Educational Programs for Young Children: The Minnesota Round Table on Early Childhood Education II.**
Child Development Associate Consortium, 7315 Wisconsin Avenue, Suite 601 E., Washington, DC 20014 ($4.00)

Descriptors: General Education;* Early Childhood Education;* Conference Reports;* Program Evaluation; Evaluation Methods;* Preschool Evaluation; Models; Conceptual Schemes; Psychology; Measurement Techniques; Test Validity; Observation;

Presented are seven papers delivered at the 1974 Minnesota Round Table II conference on early childhood program evaluation. G. Bracht focuses on three vital areas of evaluation planning: clarifying the purpose, developing an appropriate design, and obtaining valid measurements. Policy evaluation is considered by E. Grotberg in terms of topographic features, political aspects and role of professional evaluators. Examined in W. Cooley's paper is the relevance of current psychological knowledge to the selection of appropriate educational measurement. Distinctions between formative and summative evaluation and "hard" and "soft" models are analyzed by S. Ball in a paper on problems in evaluating early childhood programs. Basic principles affecting measurement validity, including the importance of assessment of comparable behaviors across settings, are discussed in I. Sigel's paper. J. Carew deals with the role of naturalistic and observational techniques for examining a young child's intellectual experiences. Described in a final paper by E. Washington is the collaborative evaluation process used to assess competencies of paraprofessionals or Child Development Associates. (CL)

**ABSTRACT 1566**

EC 08 1566 ED N. A.
Publ. Date 75 46p.
Stretch, Bonnie Barrett.
And Others.
**The Role of the Family in Child Development: Implications for State Policies and Programs.**
Education Commission of the States, 1860 Lincoln St. Suite 300, Denver, CO 80203 ($3.50)
Fifteenth report of the Education Commission of the States Early Childhood Project.

Descriptors: Exceptional Child Research; General Education;* Handicapped Children;* Early Childhood Education; Family Role;* Parent Role; Child Rearing;* Family (Sociological Unit); State Programs;* State Agencies; State Standards; Financial Policy;* Program Development; Health Services; Social Services; Public Policy;* Child Care;

State policies regarding support to young children and their families are analyzed in the report, and particular attention is paid to four major service areas:

education for parenthood, health services, day care, and services to families with special needs. The importance of comprehensive support services to families is emphasized, and four objectives (including increased parental involvement with their children and respect of ethnic-cultural diversity), are suggested for program development. The extent of need and variety of service options are considered for parenthood education (including home-based parent training programs and curricula for adolescents), health services (such as maternal and infant care and the use of new personnel to ease manpower shortages), day care (including family day care and private nonprofit centers), and services to parents and children with special needs (such as identification programs for handicapped children and prevention and treatment of child abuse and neglect). Strategies for providing comprehensive help through state-level coordination and community-level involvement are discussed, and funding approaches are reviewed. Five major recommendations are proposed, including the establishment of a common set of program objectives. (CL)

### ABSTRACT 1552

EC 08 1552 ED 119422
Publ. Date Dec 75 33p.
Watson, B.
**The Remedial Role of Pre-School Education: Mentally Retarded Children.**
Council of Europe, Strasbourg, France.
EDRS mf;hc

Descriptors: Mentally Handicapped;* Preschool Education;* Foreign Countries;* Educational Programs;* Exceptional Child Research; Surveys; Incidence; Demography; Etiology; Research Needs; Program Descriptions; Public Schools;

Identifiers: Great Britain;

A study of the benefits of early childhood education for mentally retarded children focuses on preschool services in the Sheffield Metropolitan District of South Yorkshire, England. Reviewed are incidence and etiological statistics along with early detection and multidisciplinary assessment procedures in the district. Educational programs based on individual assessments are described, and agencies and groups serving parents and the profoundly handicapped are considered. Aspects of teacher preparation and inservice training are recounted. Pointed out is the need for such future research as comparative studies of the effectiveness of preschool provisions in various settings and evaluation of the effectiveness of integrating mentally retarded children with regular class preschool children. (CL)

### ABSTRACT 1529

EC 08 1529 ED N. A.
Publ. Date 75 206p.
**Educational Programs That Work.**
Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103 ($4.95)
Catalog prepared for the US Office of Education National Diffusion Network.

Descriptors: General Education*; Exceptional Child Education; Handicapped Children*; Early Childhood Education; Elementary Secondary Education; Special Education; Educational Programs*; Demonstration Projects*; Educational Alternatives*; Program Descriptions*; Reading; Language Development; Mathematics; Parent Education; Program Effectiveness;

Described are approximately 130 exemplary education programs developed with federal funds in local school districts and designed to provide replicable and cost-effective solutions to a variety of educational problems. Information on target audience, materials used, financial requirements, program evaluation, adoption criteria, adoption services and contact person is provided for demonstration projects in the following areas: alternative secondary, early childhood and parent readiness, environmental, reading/language/ mathematics, specialized curriculum/special interests, special education/learning disabilities, and training/organizational arrangements. Also described are six project information packages developed to help high school districts implement exemplary programs for low-achieving students in reading and mathematics. Supplementary listings are provided for 35 programs approved for national diffusion but not recipients of developer/demonstrator funding. Appended is a directory of State Facilitators who are available to help local education agencies obtain information about and access to appropriate projects. (CL)

### ABSTRACT 1525

EC 08 1525 ED N. A.
Publ. Date 74 83p.
Gauzy, Rita.
**The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten Through Third Grade.**
Paterson Public Schools, Dale Avenue School, Paterson, NJ 07505

Descriptors: Exceptional Child Education; Disadvantaged Youth*; Early Childhood Education; Urban Education*; Program Descriptions*; Demonstration Projects; Curriculum Development*; Program Evaluation*; Program Effectiveness;

Identifiers: Final Reports;

The final report of the Dale Avenue Project for disadvantaged urban children (prekindergarten through grade 3) provides information on project development, curriculum, and evaluation results. It is explained that the Title III demonstration project emphasizes diagnostic testing to determine student needs and capabilities, and has developed performance curriculum objectives in the following areas: listening, naming, observing, speaking, mathematics, perceptual-motor skills, writing and motor skills, classification, decoding/encoding, and seriation. Described are topics addressed to inservice training and workshop sessions for project staff. Evaluation results are reported for three sample case studies and for educationally advantaged students (from middle class homes with average yearly income over $8,000), educationally disadvantaged (control group) children, and Dale Avenue project students. Among six appendixes are sample skill assessment tests, and identity and body parts checklists. (CL)

### ABSTRACT 1483

EC 08 1483 ED 119 410
Publ. Date Win 75 57p.
Swan, William W.
**An Outreach Process Model. Tadscript Number 8.**
University of North Carolina, Chapel Hill. Technical Assistance Development System.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Handicapped Children*; Delivery Systems*; Information Dissemination*; Program Planning*; Models*; Exceptional Child Services; Preschool Education; Demonstration Projects; Program Evaluation; Conceptual Schemes;

Described is a process model for outreach projects which are intended to stimulate increased specialized services for preschool handicapped children, their parents, and teachers. The model is described to be a flexible framework designed to facilitate the delivery of effective services by outreach projects to target audiences and agencies and to encompass the phases of information dissemination, program planning and design, training, and program evaluation. Each step in the process is reviewed, and implications (such as increasing the probability of project success through the specification of objectives and allocation of sufficient resources) for the outreach process model are discussed. (DB)

### ABSTRACT 1482

EC 08 1482 ED 119409
Publ. Date Win 75 123p.
Harbin, Gloria.
Cross, Lee.
**Early Childhood Curriculum Materials: An Annotated Bibliography. Tadscript Number 7.**
University of North Carolina, Chapel Hill. Technical Assistance Development System.
Office of Education (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Handicapped Children*; Instructional Materials*; Bibliographies*; Program Descriptions*; Curriculum*; Exceptional Child Education; Early Childhood Education; Motor Development; Perception; Logical Thinking; Language Development; Social Development;

Presented in the bibliography is information on approximately 60 commercially distributed instructional materials or programs appropriate for use with handicapped preschool children. Program summaries are grouped into the following categories: gross motor, fine motor, perception, reasoning, language, social, infants, and core (covering three or more

developmental areas). Summaries are arranged alphabetically by author or developer within each section and usually include author, title, date, purpose, a nonevaluative description, name and address of vendor, ordering information, and cost. (DB)

**ABSTRACT 1444**

EC 08 1444 ED N. A.
Publ. Date Mar 76 11p.
Dittmann, Laura L.
**Migrant Children in an Early Learning Program.**
*Young Children*; V31 N3 P218-228 Mar 76

Descriptors: Exceptional Child Education; Disadvantaged Youth*; Migrant Children*; Preschool Education*; Program Descriptions*; Program Effectiveness;

Identifiers: Florida;

Described is Florida's Early Learning Program for Migrant Children (3-5 years old). A typical schedule of activities is presented, and program objectives are reported such as providing experiences for the development of self confidence and a positive self image. Various aspects of the program (which include field trips, readily available audiovisual materials, and support for the child's culture) are cited to show the program's effectiveness. (SB)

**ABSTRACT 1433**

EC 08 1433 ED N. A.
Publ. Date Mar 76 6p.
Wolpert, Phona
And Others.
**Summer Day Camp for Multihandicapped Children.**
*Physical Therapy*; V56 N3 P299-304 Mar 76

Descriptors: Exceptional Child Education; Multiply Handicapped*; Preschool Education; Camping*; Recreation; Summer Programs*; Program Descriptions;

A 6-week enriched sensorimotor, communication, and recreational summer day camp for twenty multihandicapped preschool children is described. The program, planned and supervised by therapists and mental retardation counselors, is said to have provided training for students who worked as camp counselors responsible for assessing, establishing goals, designing appropriate programs, attending one child throughout the day, and relating to the family. It is explained that the camp provided a trial for use of the Functional Skills Profile, an assessment battery designed by physical and occupational therapists to measure performance changes in low functioning, developmentally handicapped persons in order to determine the value of therapy programs. The camp is evaluated in terms of improvement in the children, the effectiveness of the student training, and parent satisfaction. (Author/CL)

**ABSTRACT 1428**

EC 08 1428 ED N. A.
Publ. Date Feb 76 4p.
Connolly, Barbara.
Russell, Fay.
**Interdisciplinary Early Intervention Program.**
*Physical Therapy*, V56 N2 P155-158 Feb 76

Descriptors: Exceptional Child Research; Mentally Handicapped; Mongolism*; Infancy; Intervention*; Program Effectiveness*; Child Development; Interdisciplinary Approach; Stimulation*;

Developmental data were obtained on 40 infants and toddlers with Down's syndrome by an interdisciplinary team during an ongoing early intervention program emphasizing intensive motor and sensory stimulation. Results were compared with available data on children with Down's syndrome who were not in early intervention programs. Comparisons of developmental progress were also made of children begun in the early intervention program before 6 months of age with those begun after 6 months of age. Conclusions from the study indicate that early intervention helps the child in earlier attainment of many developmental tasks and enhances functioning of the family unit. (Author)

**ABSTRACT 1368**

EC 08 1368 ED 117 915
Publ. Date 75 42p.
**Project SHARE: Sharing High-Yield Accountability with Resource Educators.**
Regional Interdistrict Council for Special Education, Crookston, Minnesota.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Handicapped Children*; Delivery Systems*; Computers*; Program Effectiveness*; Exceptional Child Education; Early Childhood Education; Elementary Secondary Education; Special Education; Tutoring; Educational Accountability; Program Evaluation; Student Evaluation; Evaluation Methods; Behavior Change; Administration;

Presented is an overview of the operation of the special education systems used in Project SHARE (Sharing High Yield Accountability with Resource Educators). It is explained that the project grew out of a need to provide service for handicapped children in a sparsely populated area and that the only constants are daily measuring and diagnosing, charting on a standard behavioral chart, and the feedback system. Project components discussed include a resource flow chart, critical variables in administration and the child study system, the instruction and services system (focusing on skills of a tutor), diagnosis, samples of informal reading and math materials, and use of a standard behavior chart. The second half of the document consists of a computer evaluation of the special education program effectiveness (including cost effectiveness) in one school district. (LS)

**ABSTRACT 1363**

EC 08 1363 ED 117 910
Publ. Date Mar 75 76p.
**Child Find: Proceedings from a Conference.**
National Association of State Directors of Special Education.
University of Kentucky, Lexington. National Coordinating Office for Regional Resource Centers.
Office of Education (DHEW), Washington, D. C.
EDRS mf;hc
Proceedings ($1.00)

Descriptors: Handicapped Children*; Conference Reports*; State Programs*; Identification*; Exceptional Child Education; Early Childhood Education; Clinical Diagnosis; Student Evaluation; Special Education; Screening Tests;

Identifiers: Child Find Programs;

Presented are seven papers delivered at the March, 1975 National Child Find conference sponsored by the Coordinating Office for Regional Resource Centers and the National Association of State Directors of Special Education. The presentations describe identification, diagnostic, and evaluation programs for handicapped children in the following states: New Jersey (Project Child: A Special Education Early Childhood Identification Project); North Carolina (Count the Children); Maryland (Early Identification Sub-System of the Maryland Special Services Information System); Idaho (Idaho Child Find); Pennsylvania (COMPILE: Commonwealth Plan for Identification, Location and Evaluation of Mentally Retarded Children); Colorado (Early and Periodic Screening, Diagnosis and Treatment Program); and California (Whittier Area Comprehensive Plan for Special Education). Among five appendixes is a matrix of 26 child find systems with an accompanying address list of contact persons for each system. (CL)

**ABSTRACT 1289**

EC 08 1289 ED N. A.
Publ. Date Spr 76 2p.
Grinnell, Mary F.
And Others.
**Sign It Successful: Manual English Encourages Expressive Communication.**
*Teaching Exceptional Children*; V8 N3 P123-124 Spr 1976

Descriptors: Mentally Handicapped*; Language Handicapped*; Language Development*; Sign Language*; Articulation (Speech)*; Exceptional Child Education; Elementary Secondary Education; Preschool Education; Program Descriptions; Program Effectiveness;

Identifiers: Manual English*;

Manual English, which involves signing a word with the hands while saying it, has been used successfully to develop language skills in mentally handicapped students (3-21 years old) in public schools. Language and speech pathologists used the manual English to encourage multisensory input with delayed language development, nonverbal adolescents, and adolescents with limited verbal ability. Results of the language program included

that with many trainable and educable mentally retarded students, signing was used successfully to prompt vocabulary, correct word sequences, and correct inflections; that articulation of sounds improved; that prompted signs were eliminated when children found success with verbal communication and no longer needed visual prompts; and that parents who learned signs to communicate with their children not only reinforced signs learned at school, but also added to them and to their appropriate usage. (SB)

### ABSTRACT 1252

EC 08 1252 ED 117900
Publ. Date Feb 76 13p.
Mazzullo, Mariann C.
**Procedures Used in Child Find Activities.**
EDRS mf;hc
Presented at a workshop for SEIMC Child-Find consultants, State Education Department Conference (Albany, New York, February, 1976)

Descriptors: Handicapped Children*; Guidelines*; Information Dissemination*; Identification*; Exceptional Child Education; Preschool Education; Community Programs; Program Administration; Agencies; Parents; Health Facilities; Referral; Publicize*;

Identifiers: Child Find;

Presented is an outline of procedures to use in child-find activities for locating handicapped children. Basic suggestions are given for five types of activities such as announcement in local newspapers and letters to teachers. Listed are numerous social service agencies, medical community agencies, therapeutic nurseries, day care centers, play schools, and community parent resources to which one preschool presented a program in order to publicize the problem and get referrals. Also included are an outline for a lecture to parent and professional groups, and sample letters for teachers and parents to announce a new preschool learning center. (LS)

### ABSTRACT 1246

EC 08 1246 ED N. A.
Publ. Date Feb 76 23p.
Ratusnik, Carol Melnick.
Ratusnik, David L.
**A Therapeutic Milieu for Establishing and Expanding Communicative Behaviors in Psychotic Children.**
*Journal of Speech and Hearing Disorders*; V41 N1 P70-92 Feb 1976

Descriptors: Psychosis*; Expressive Language*; Receptive Language*; Program Effectiveness*; Therapeutic Environment*; Exceptional Child Research; Emotionally Disturbed; Early Childhood Education; Intervention; Language Development;

A clinical intervention program was used to facilitate development of receptive and expressive language skills in a group of four psychotic children (5-7 years old). A group format utilizing an interactive language development teaching procedure combined with a therapeutic milieu was shown to be effective in establishing and expanding communicative behaviors in psychotic children. Nine diagnostic measures were utilized to assess children's performance prior to therapy and at the end of 3-month and 6-month intervals. Results indicated substantial reduction of delayed and immediate echolalia, jargon, inappropriate stress, pitch, and intonation. Substantial improvement was noted in expressive syntactic and morphological functioning and in the children's ability to generate novel utterances about day-to-day experiences, family, and toys. Increases in children's concept of body image and ego functioning paralleled their improvement in receptive and expressive language development. (Author)

### ABSTRACT 1134

EC 08 1134 ED N. A.
Publ. Date 75 396p.
Cowen, Emory L.
And Others.
**New Ways in School Mental Health. Early Detection and Prevention of School Maladaptation.**
Human Sciences Press, (Subsidiary of Behavioral Publications, Inc.), 72 Fifth Ave., New York, NY 10011 ($14.95)

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Adjustment Problems*; Primary Education; Identification*; Prevention*; Program Descriptions*; Mental Health*; Public Schools; Program Design; Program Development; Case Studies;

Presented in narrative form are the concepts underlying the Primary Mental Health Project (PMHP) for early identification and prevention of school maladaptation in primary grade children. Included are chapters on some problems of the mental health fields; an overview of PMHP; early detection and prevention procedures of PMHP; the use of nonprofessional aides; the preparation for expansion from an isolated pilot demonstration project to a systemwide approach in multiple settings; basic project elements; PMHP's current structure; PMHP's research efforts and findings; case histories of some of the children served by PMHP; reactions of principals, teachers, parents, and aides to the project; guidelines for setting up a PMHP; and an epilogue with a summary of PMHP's evolution, its specific components, cost considerations, broader implications, and the future of PMHP. Appended are guidelines for the AML (aggressiveness, moodiness, learning problems) scale, guidelines for the teacher referral form, and a list of 55 PMHP-defining activities. (SB)

### ABSTRACT 1048

EC 08 1048 ED 117871
Publ. Date 75 12p.
Wolf, Judith M.
McAlonie, Mary Lynne
**A Multimodality Language Program for Retarded Preschoolers.**
EDRS mf;hc

Descriptors: Language Handicapped*; Language Development*; Learning Modalities*; Visual Learning*; Exceptional Child Research; Mentally Handicapped; Preschool Education; Child Care Centers; Expressive Language; Receptive Language;

Identifiers: Minnesota Early Language Development Sequence;

A language training approach employing a multimodality receptive language program was used with eight retarded preschool children to increase receptive language development and to stimulate verbal (expressive) language behavior. Day activity center teachers worked with the Ss three times weekly for 7 months using the Minnesota Early Language Development Sequence (MELDS) curriculum in a program combining two visual language systems: Rebuses (picture words) and the vocabulary of American Sign Language. Results showed substantial gains in receptive language for all Ss and notable expressive language gains for half of the Ss. (SB)

### ABSTRACT 956

EC 08 0956 ED 116433
Publ. Date Jun 75 100p.
Gromada, Henry T.
And Others.
**Working Together for Children: A Neighborhood Advocacy System.**
Prince George's County Board of Education, Upper Marlboro, Maryland.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Handicapped Children*; Emotionally Disturbed*; Child Advocacy*; Program Descriptions*; Program Evaluation*; Exceptional Child Services; Early Childhood; Childhood; Adolescents; Demonstration Projects; Interagency Cooperation; Community Programs; Program Development; Systems Approach;

Identifiers: Final Reports;

Presented is the final report of a demonstration project in child advocacy operated in a rural area of a large suburban county. A discussion of the project's history focuses on such topics as the formation of an interagency task force for emotionally disturbed youth, funding possibilities, needs assessment, and the introduction of a local family service program. Use of the systems approach in the program is described and evaluated, and application of the approach towards development of programs for emotionally disturbed children, child care, and therapeutic services is detailed. Among major project accomplishments reported are the establishment of two early childhood programs (day care centers), two nonprofit citizen corporations (health services and child care), a ministerial association, and a proposal for a community resources center for children and adolescents. Summarized are the perceptions of target area residents and agency personnel regarding the external and internal accomplishments of the child advocacy project. Eight final recommendations are listed including the need for sharing of

responsibilities among agencies and with parents. Appendixes include a child advocacy system flow model and a prospectus for a community resources center for children and youth. (LS)

**ABSTRACT 913**

EC 08 0913 ED 116426
Publ. Date Aug 75 198p.
Weiss, Karen L.
And Others.
**Characteristics of Young Deaf Children and Early Intervention Programs.**
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report 91.

Descriptors: Deaf*; Preschool Education*; Program Evaluation*; Longitudinal Studies*; Academic Achievement*; Exceptional Child Research; Aurally Handicapped; Early Childhood Education; Program Effectiveness; Educational Methods; Language Development; Communication Skills; Cognitive Development; Parent Attitudes;

Presented is the fifth in a series of reports on a 4-year longitudinal evaluation of preschool programs for hearing impaired children. It is explained that the seven programs studied emphasize either an oral-aural, Rochester (oral-aural plus finger spelling), or total communication method of instruction; and that the current report focuses on the characteristiks of the sample (60 Ss) as a whole. Included in the report are a brief review of literature on preschool programs for the deaf and descriptions of the programs and subjects studied. Reported are results of the following types of evaluation: Illinois Test of Psycholinguistic Abilities, academic achievement, communication battery, articulation, cognitive development measures, Matching Familiar Figures Test, regular class subjects, Brown Parent Attitude Scale, Semantic Differential, and classroom observation. Major study findings are summarized such as that reading skills were comparable to hearing peers, and that there was an overall lack of improvement in articulation scores across the 3 years. Appendixes include examples from some assessment instruments used in the study, the Parent Information and Attitude Scale, and longitudinal test data for Ss with unique class placement. (For related information, see EC 05 0514, 06 1493, and 07 3374.) (LS)

**ABSTRACT 896**

EC 08 0896 ED N. A.
Publ. Date Jan 76 8p.
Connor, Leo E.
**New Directions in Infant Programs for the Deaf.**
*Volta Review*; V78 N1 P8-15 Jan 1976

Descriptors: Deaf*; Educational Needs*; Educational Programs*; Exceptional Child Research; Aurally Handicapped; Infancy; Parent Child Relationship; Language Development; Speech Skills; Auditory Training;

Two Lexington School for the Deaf studies are cited as evidence for a necessary new emphasis on the education of deaf infants. The integration of the "subject oriented" (language, speech, auditory training) infant program, under the direction of the customarily trained teacher of the deaf, with the presently suggested "therapeutic" infant/mother/teacher program, supervised by a psychiatrist/psychologist, is advocated. The importance of mother- infant interaction is stressed. (Author/LS)

**ABSTRACT 879**

EC 08 0879 ED N. A.
Publ. Date Jan 76 15p.
Heinicke, Christoph M.
**Aiding "At Risk" Children Through Psychoanalytic Social Work with Parents.**
*American Journal of Orthopsychiatry*; V46 N1 P89-103 Jan 1976

Descriptors: Emotionally Disturbed*; Psychotherapy*; Social Work*; Family Counseling*; Program Effectiveness*; Exceptional Child Education; Preschool Education; Program Descriptions; Intervention; Statistical Data;

A psychoanalytic social work approach to family intervention is described, and data on its impact on 115 parents and their "at risk" preschool children are presented. Careful integration of family intervention and the preschool experience of the child is stressed. Research comparing program participants to nonintervention controls is cited to show that program parents, especially those in an open ended approach, were rated more positively by social workers both as parents and as persons, and that their children scored higher on IQ and other development and adaptational measures. (Author/SB)

**ABSTRACT 869**

EC 08 0869 ED N. A.
Publ. Date 75 59p.
Resnick, Lauren B.
And Others.
**Adaptive Education for Young Children: The Primary Education Project.**

University of Pittsburgh, Learning Research and Development Center, PA

Descriptors: Exceptional Child Education; Disadvantaged Youth*; Early Childhood Education*; Program Descriptions*; Theories; Curriculum Development; Curriculum Design; Program Evaluation;

Described are the theory and practice of early education for disadvantaged children as found in the Primary Education Project (PEP). The program is analyzed in six major sections: theoretical and empirical program foundations (including a theory of cognitive competence acquisition); development of curriculum objectives in perceptual-motor, conceptual-linguistic, and orienting and attending skills; selection of content for each curriculum area and for quantification and classification curricula; organization of the learning environment (including a discussion of selection of activities and scheduling decisions); methods of implementation regarding such functions as staff and parent roles; and formative and summative evaluation of the program. (CL)

**ABSTRACT 858**

EC 08 0858 ED 116421
Publ. Date 74 59p.
Wang, Margaret C.
Siegel, Alexander.
**The Rational and Design of an Adaptive Beginning-School Learning Environment: Curriculum Objectives.**
University of Pittsburgh, Pennsylvania. Learning Research and Development Center.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: General Education*; Preschool Programs*; Program Descriptions*; Curriculum*; Educational Objectives*; Early Childhood Education; Educational Philosophy;

Identifiers: Adaptive Beginning-School Learning; Environment;

Presented are the rationale and description of the curriculum objectives developed for the Adaptive Beginning-School Learning Environment Program (ABLE). Included are brief discussions of an analysis of the historical backgrounds and theoretical assumptions and approaches of extant preschool programs; the rationale for designing the ABLE program and how ABLE differs specifically from the extant preschool programs; the overall program goals; and the design for developing and implementing the program. The rationale and criterion objectives are explained for each of the eight ABLE curricular areas: attentional skills, memory skills, choice-contingency skills, social skills, perceptual skills, numerical and logical skills, communication skills, and independent learning skills. (Author/LS)

**ABSTRACT 853**

EC 08 0853 ED 116416
Publ. Date 75 185p.
Smiley, Constance J.
And Others.
**Replication of an Inter-Disciplinary Approach to Early Education of Handicapped Children 0-3 Years.**
United Cerebral Palsy of Northwestern Illinois, Peoria.
Peoria Association for Retarded Citizens, Illinois.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Handicapped Children*; Program Descriptions*; Teaching Methods*; Interdisciplinary Approach*; Parent Education; Exceptional Child Education; Infancy; Early Childhood Education; Student Evaluation; Home Instruction; Occupational Therapy; Physical Therapy; Stimulation;

Presented is the guide to the Illinois project entitled "An Inter-Disciplinary Approach to Early Education of Handicapped Children Ages 0 - 3 Years" which includes information on funding and public awareness, diagnosis and evaluation, child development/home program, speech and language, structuring the day program, job descriptions and training, and parent involvement. It is explained that physically handicapped, developmentally delayed or retarded, speech and hearing impaired, behaviorally or emotionally disturbed, and multiply handicapped children are provided complete evaluation services and the following program options: 0-3 homebound program, public school early education programs, nursery schools, other agency day programs, an allied agency's developmental training program, outpatient occupational therapy, and outpatient physical therapy. Reported are statistics showing rises in mean percentage of functioning (functional level divided by chronological age) between first and last testing for program participants. Provided are charts, forms, outlines, and diagrams for such program components as personnel, developmental evaluation, hearing tests, observational guidelines, behavioral objectives, developmental tasks, vocabulary lists, language evaluation tools, language definitions, guidelines for class organization and management, job descriptions, summaries of inservice training experiences, and outlines for parent groups. (DB)

**ABSTRACT 742**

EC 08 0742 ED N. A.
Publ. Date Fall75 8p.
Rhine, W. Ray.
Spencer, Leilani M.
**Effects of Follow Through on School Fearfulness Among Black Children.**
*Journal of Negro Education*; V44 N4 P446-53 Fall75

Descriptors: Exceptional Child Research; Disadvantaged Youth; Economically Disadvantaged*; Negroes; Primary Grades; Self Concept*; Anxiety*; Program Effectiveness; Emotional Adjustment;

Identifiers: Follow Through Program;

Evaluated were the effects of Follow Through (FT), a program of comprehensive services for low income children, on school fearfulness and self esteem of 145 second- and third-grade Black students in six midwestern and southern states. The Test Anxiety Scale for Children was administered, and factor scores of Test Anxiety, Remote School Concern, Poor Self Evaluation, and Somatic Signs of Anxiety were compared with 148 non Follow Through (NFT) control group pupils. Among results were that FT boys and girls had less fear of being denied promotion at the year's end, less worry when a test was announced, and less worry following classroom tests. FT Ss also exhibited lower fearfulness scores than the NFT Ss on each of the four factor scales. (CL)

**ABSTRACT 698**

EC 08 0698 ED 116375
Publ. Date Sep 75 93p.
Leiss, Robert H.
And Others.
**Final Report for 1974-1975 Preschool Hearing Impaired Project: A Working Manual of Detailed Curricular Activities and Diagnostic Evaluation Techniques in a Homebound Instructional Setting.**
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Aurally Handicapped*; Program Descriptions*; Home Instruction*; Exceptional Child Education; Preschool Education; Parent Role;

Identifiers: Final Reports;

Presented is the final report of a 1974-75 program of home instruction which involved nine preschool hearing impaired children. Described are activities which were conducted under 10 project objectives such as providing speechreading and auditory training, providing language activities, gaining parental interest and involvement, and developing and distributing brochures for parents of exceptional children. Program evaluation procedures and results are discussed. A major portion of the document consists of 10 appendixes which contain materials such as the brochures developed for parents, sample lesson plans, sample preschool program reports (records of daily activities with individual children), end-of-year reports on each of the nine participants, and a weekly and daily time schedule. (LS)

**ABSTRACT 661**

EC 08 0661 ED N. A.
Publ. Date 75 32p.
Wood, J. Marcus, Ed.
**Making the Young Child's Class Go! An Action Guide.**
Ohio State University, Nisonger Center for Mental Retardation and Developmental Disabilities, Columbus, OH

Descriptors: Exceptional Child Education; Handicapped Children; Preschool Education; Teaching Guides; Program Planning*; Classroom Environment; Instructional Materials; Observation*; Educational Methods*; Class Activities; Curriculum; Concept Formation*;

Identifiers: Piaget (Jean)*; Developmental Disabilities*; Developmentally Delayed Infant Education Project; Infant Stimulation Curriculum*;

Provided in the teaching guide are suggestions for program planning and instruction of handicapped and normal preschool children. Briefly reviewed are the development and implementation of the Developmentally Delayed Infant Education Project. Typical questions and answers on the value of early childhood education are presented. Offered is a checklist for planning classroom setup and materials in such terms as space and equipment, activity areas, gross motor activities, and dramatic play activities. Guidelines for observing and recording behavior of a child alone or in various interactions are given, and contrasted are specific and general behavioral statements. Principles of working with children are enumerated such as providing activities only slightly more difficult than what the child is already doing. Activities from the Infant Stimulation Curriculum are used as an example of an action model for classroom activities. A final chapter summarizes ideas of J. Piaget on the sensorimotor period, and suggests activities to develop his schema of space, causality, and object permanence. (For related information, see EC 08 1213 and EC 08 1214.) (DB)

**ABSTRACT 660**

EC 08 0660 ED 115 067
Publ. Date 74 43p.
Morrison, Jan.
Wood, J. Marcus.
**To Find the Invisible Child: A Report on Casefinding.**
Ohio State University, Columbus. Herschel W. Nisonger Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Preschool Education*; Program Descriptions*; Identification*; Exceptional Child Education; Handicapped Children; Parent Counseling; Professional Occupations;

Identifiers: Developmental Disabilities*; Developmentally Delayed Infant Education Project*; Casefinding Coordinator;

Presented are some casefinding approaches used in the Developmentally Delayed Infant Education Project (Ohio). Brief sections include information on the project's objectives and limits; the responsibilities, desired skills and competencies, and desired traits and attributes of casefinding coordinators; identification approaches (such as contacting social service agencies and medical facilities, reaching parents through the media, and mass screening); ways to handle initial contacts and testing in the home; ways to handle parents of children accepted or denied acceptance into the program; and common parental concerns (such as cause of the child's delay). Among information appendixed are criteria for infant selection, general admission procedures, and guidelines for followup. (SB)

**ABSTRACT 581**

EC 08 0581 ED 115 049
Publ. Date Nov 75 72p.
Stock, John R.
And Others.
**Selection and Validation of Model Early Childhood Projects: Final Report.**
Battelle: Columbus Laboratories, Columbus, Ohio.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Handicapped Children*; Early Childhood Education*; Program Descriptions*; Program Evaluation*;

Exceptional Child Education; Program Effectiveness;

Identifiers: Handicapped Childrens Early Education Program*; Final Reports;

Presented is the final report of a research program to select and describe outstanding Handicapped Children's Early Education Program (HCEEP) projects. It is noted that projects were analyzed for each of 14 components (such as screening, programing, and inservice training) of an HCEEP program; a detailed discussion of model selection and validation is appendixed. The bulk of the document provides information on the title, location, source and level of funding, starting date, description, and evidence of effectiveness (in terms of child information, child progress, parental involvement, and dissemination and replication) for the following eight projects: The Rutland Center for Treating Emotionally Disturbed Children (Athens, Georgia); Precise Early Education of Children with Handicaps (Champaign, Illinois); Prescriptive Home Stimulation Program: The Marshalltown Project (Marshalltown, Iowa); UNISTAPS: A Family Oriented Noncategorical Program for Severely Handicapped Children (St. Paul, Minnesota); Chapel Hill Training-Outreach Project (Chapel Hill, North Carolina); A Model Preschool Center for Handicapped Children with Professional Training, Research and Service Components (Seattle, Washington); Comprehensive Training Program for Infants and Young Cerebral Palsied Children (Milwaukee, Wisconsin); and The Portage Project: A Home Approach to the Early Education of Multiply Handicapped Children in a Rural Area (Portage, Wisconsin). (SB)

## ABSTRACT 523

EC 08 0523 ED N. A.
Publ. Date Dec 75 4p.
Bone, Jan.
**They Get Them While They're Young.**
*American Education*; V11 N10 P18-21 Dec 75

Descriptors: Exceptional Child Education; Disadvantaged Youth*; Early Childhood Education*; Intervention*; Educational Programs*; Parent Education*; Individualized Instruction; Language Development; Self Concept; Parent Role;

Identifiers: Child Parent Centers; Illinois (Chicago);

Described is the Child Parent Centers (Chicago, Illinois) program of early intervention for disadvantaged preschool and primary grade children. The program activities are discussed in terms of four components: personal attention to the needs of each child, emphasis on language development through a variety of instructional approaches, development of each child's positive self image and feeling of academic success, and emphasis on parent involvement. Data are noted to support the program's success in increasing readiness and achievement of pupils. (SB)

## ABSTRACT 396

EC 08 0396 ED 115 018
Publ. Date May 75 61p.
Hamilton, Muriel.
**Home-Based Family Services: Report of the Georgia Outreach Project.**
Day Care and Child Development Council of America, Inc., Washington, D. C.
Appalachian Regional Commission, Washington, D. C.
EDRS mf;hc

Descriptors: Economically Disadvantaged*; Infancy*; Early Childhood*; Delivery Systems*; Family (Sociological Unit)*; Exceptional Child Services; Demonstration Projects; Staff Role; Program Descriptions; Child Development; Parent Counseling; Nutrition; Physical Environment; Community Role; Case Studies; Program Evaluation; Health;

Identifiers: Final Reports; Georgia Outreach Project;

Presented is the final report of the Day Care and Child Development Council of America's Georgia Outreach Project, a home based program of services for welfare families with children up to 6 years. The home based service delivery design is described in terms of advantages over agency-oriented service delivery systems; the roles of staff members (home visitors, district supervisors, project director, and early childhood specialist); the goals for the children, parents, and communities involved in the project; and the demonstration component. Discussed are the geographical setting of the project, family profiles, the primary caregiver, project participation, families' financial status, housing facilities, and family assessments. The five major areas of project concern are noted as child development, home management and parenting, health and nutrition, physical environment, and community relationship. Five case studies are provided to illustrate the variety of families and home visitor styles of service delivery. Responses to a parent evaluation questionnaire are outlined, and some items are briefly analyzed. In a summary evaluation, the outreach model is seen as a viable alternative for providing services to young children and their parents. Also included are sample forms (such as the contact and meeting report form) and tables illustrating statistics (including the frequency of home visits). (SB)

## ABSTRACT 393

EC 08 0393 ED N. A.
Publ. Date 74 353p.
Gardner, William I.
**Children with Learning and Behavior Problems: A Behavior Management Approach.**
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210 ($6.95)

Descriptors: Exceptional Child Education; Handicapped Children*; Behavior Problems*; Learning Difficulties*; Early Childhood Education*; Behavior Change*; Operant Conditioning; Program Development; Home Management;

Presented are behavior management strategies in early childhood education for children with severe learning and behavior problems. Practical procedures for insuring that young children become successful learners are described in five parts (Chapter topics are in parentheses): basic concepts of behavior management (a behavior management view of children with learning and behavior problems and a description of general and specific problems); principles and procedures for producing behavior change (factors which influence behavior patterns, concepts of positive reinforcement, elimination of behavior patterns, and ways of influencing emotional behavior); development of behavior management programs (design and implementation of a behavior management program); application to learning and behavior problems (applications to promote desired behavior patterns and management of some recurring patterns); and facilitation of behavior change in the home. Provided in Part VI is a list of 19 supplementary readings and 11 films and videotapes. (SB)

## ABSTRACT 374

EC 08 0374 ED 115 012
Publ. Date Jul 74 120p.
Palomaki, Rita P.
Koski, Diane M.
**A Cooperative Prescriptive Developmental Program for Preschool Children with Handicaps in a Rural Setting.**
Marquette-Alger Intermediate School District, Marquette, Michigan.
EDRS mf;hc

Descriptors: Handicapped Children*; Preschool Education*; Program Descriptions; Rural Education*; Cooperative Programs*; Student Evaluation*; Exceptional Child Education; Diagnostic Teaching; Screening Tests;

Identifiers: Informal Assessment;

Described is a cooperative preschool program for 20 handicapped children in a rural Michigan setting. It is explained that the program involved screening procedures in a naturalistic environment, weekly parent training sessions, and diagnostic prescriptive teaching. Included in three appendixes are examples of news releases about the program, samples of developmental evaluation forms and observation checklists, and the results of a survey completed by parents at the end of the program. (CL)

## ABSTRACT 350

EC 08 0350 ED N. A.
Publ. Date Dec 75 8p.
Fenske, Joan M.
**A New Rationale for School Health Programming.**
*Journal of School Health*; V45 N10 Dec 75

Descriptors: General Education*; Early Childhood; Health Services*; Prevention*; Screening Tests; State Programs*; School Services;

Identifiers: California;

Reviewed are the scope and major issues involved in implementing California's

Child Health and Disability Prevention Program which provides for a health assessment as a condition of school entry for all children under 6 years and all children eligible for Medicaid under 21 years. Issues are said to involve political pressures and philosophical conflicts between screening procedures and the traditional medical model of health care. The design of a local program is diagramed, and cited among results from the initial data is the need for increasing immunization levels of the entering school age population. (CL)

**ABSTRACT 292**

EC 08 0292 ED 113 908
Publ. Date Nov 72 80p.
Grant, June.
**Proceedings of a Workshop on the Preparation of Personnel in Education of Bilingual Hearing- Impaired Children Ages 0-4.**
Trinity University, San Antonio, Tex.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Aurally Handicapped*; Bilingualism*; Mexican Americans*; Preschool Education*; Intervention*; Exceptional Child Education; Conference Reports; Staff Improvement; Staff Role; Educational Programs; Evaluation Methods; Change Agents; Nonprofessional Personnel;

Identifier: Paraprofessional Education;

Presented are the proceedings of a workshop on preparing personnel to intervene effectively in the development and education of Mexican American hearing impaired children (0 to 4 years old). Participants (who were professionals in such disciplines as psychology, medicine, and education) investigated four main topics (examples of conclusions are in parentheses): the knowledges, understandings, and competencies needed by the mediators to intervene effectively (the principal area in which the hearing impaired child presents problems is communication); the responsibilities and level of preparation desired for the intervener (mothers or surrogate mothers need to function as identifier, coordinator, interpreter, and evaluator); personnel training programs (personnel must be recruited from the Mexican American culture); and areas amenable to evaluation (complete evaluation requires assessment for every procedure and person who has contact with the hearing impaired child). The final topic, a compilation of the findings, explores implications for change in interdisciplinary approaches, administration of service programs, legislation, funding, advisory committees and cooperative councils, research, and program schema. Five appendixes are provided including information on goal-setting considerations. (SB)

**ABSTRACT 269**

EC 08 0269 ED N. A.
Publ. Date Nov 75 4p.
Hedrich, Vivian.
**Training the Mentally Retarded: A Progress Report.**
*American Education*; V11 N9 P10-13 Nov 75

Descriptors: Exceptional Child Education; Handicapped Children; Mentally Handicapped; Mongolism*; Preschool Education; Program Descriptions*; Parent Role*; Teacher Education;

The University of Washington's Model Preschool Center for Handicapped Children provides structured educational services to approximately 190 children with a wide range of problems, including more than 60 Down's syndrome children. The program offers individualized instruction for the children, counseling and training for the parents, and outreach and training for undergraduate and graduate students, teachers, paraprofessionals, and parents. (CL)

**ABSTRACT 210**

EC 08 0210 ED N. A.
Publ. Date Nov/Dec75 5p.
Adair, Melanie N.
Edwards, Mary F.
**Peer Review of Speech Pathology and Audiology Services.**
*Hearing and Speech Action*; V43 N6 P22-26 Nov/Dec 1975

Descriptors: Speech Handicapped*; Aurally Handicapped*; Speech Pathology*; Audiology*; Program Evaluation*; Exceptional Child Services; Early Childhood; Childhood; Hospitals;

Identifier: Peer Review;

Described are the procedures and results of a peer review of speech pathology and audiology services at St. Luke's Methodist Hospital in Ohio. (LS)

**ABSTRACT 204**

EC 08 0204 ED N. A.
Publ. Date Nov 74 6p.
Stern, Virginia.
**They Shall Have Music.**
*Volta Review*; V77 N8 P495-500 Nov 1975

Descriptors: Deaf*; Music*; Program Descriptions*; Exceptional Child Education; Aurally Handicapped; Early Childhood Education; Elementary Secondary Education;

Recognizing that music can be an instructive as well as enjoyable experience for hearing impaired children, the Lexington School for the Deaf has developed a multifaceted music program involving all age levels. By allowing the students to experience music through various media and settings, hearing impaired children are able to increase their awareness of rhythm, sound vibrations, breathing patterns and phrasing, as well as sharpening their auditory acuity. (Author)

**ABSTRACT 199**

EC 08 0199 ED N. A.
Publ. Date Oct 75 4p.
Letourneau, Nora.
Young, Virginia
**Total Communication Shuffles Off to Buffalo.**
*American Annals of the Deaf*; V120 N5 P493-496 Oct 1975

Descriptors: Deaf*; Educational Methods*; Manual Communication*; Program Development*; Program Effectiveness*; Exceptional Child Education; Aurally Handicapped; Early Childhood Education; Elementary Secondary Education;

Identifier: Total Communication (Handicapped)*;

The article traces the steps that St. Mary's School for the Deaf in Buffalo, New York, followed in the implementation of their Total Communication program. It includes some general guidelines which govern the use of total communication in the school as well as the investigation process leading to the decision to initiate the program for an experimental period of 8 to 10 years and the steps taken to prepare parents, staff, and students. (Author)

**ABSTRACT 183**

EC 08 0183 ED N. A.
Publ. Date Nov 75 6p.
Meyer, Dianne H.
Wolfe, Virginia I.
**Use of a High-Risk Register in Newborn Hearing Screening.**
*Journal of Speech and Hearing Disorders*; V40 N4 P493-498 Nov 1975

Descriptors: Aurally Handicapped*; Identification*; Screening Tests*; Program Evaluation*; Hospitals*; Exceptional Child Research; Infancy; Program Descriptions;

Since 1973, 450 high risk newborns have been routinely screened for hearing loss at Presbyterian St. Luke's Hospital (Chicago). Infants are identified as high risk if they present any of the conditions listed by the Joint Committee on Infant Hearing Screening or if they are placed in the special care or intensive care sections of the newborn nursery. During the program's first 12 months, 17% of the total newborn population have been included in the screening, and 7% of those screened have failed to respond. Approximately half of the infants who have failed the screening have returned for followup testing. No hearing loss has been identified among these infants. Special steps have been required to improve the screening's effectiveness, especially in assuring followup examinations. (Author/LS)

**ABSTRACT 119**

EC 08 0119 ED 113 879
Publ. Date Nov 74 64p.
Tawney, James W.
And Others.
**Developing Curricula for Errorless Learning: A Search for Order in an Unorderly World.**
University of Washington, Seattle. Child Development And Mental Retardation Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper Presented at the Research and Demonstration Centers for Severely Handicapped Children and Youth (First Annual Seminar, Kansas City, Missouri, Nov. 15, 1974); The American Association for the Education Of the Severely/Profoundly Handicapped.

Descriptors: Severely Handicapped*; Program Descriptions*; Success Factors*; Curriculum Development*; Programed Instruction*; Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped; Preschool Education; Elementary Education; Environmental Influences; Teaching Methods; Electromechanical Aids;

Described is the application of error-free learning to the education of severely retarded and multiply handicapped children (infancy through middle school years). It is explained that two projects at the University of Kentucky (Programmed Environments and Telecommunications for the Severely Handicapped) focus on a programed environment in which the children's interactions with automated learning devices and with adults are arranged to increase the probability of correct responses. Data in the form of graphs and tables are presented for selected children's performance on programs to establish stimulus control, build a simple response repertoire, select reinforcers, and improve basic reading and math skills. In each example, problems in the development of errorless programs and resulting modifications are noted. (CL)

**ABSTRACT 111**

EC 08 0111 ED 113 877
Publ. Date 75 27p.
Woodside, Rosalie V.
**The Therapeutic Preschool: A Service, Research and Demonstration Project.**
EDRS mf;hc
Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975

Descriptors: Emotionally Disturbed*; Therapy*; Teacher Role*; Program Descriptions*; Educational Diagnosis*; Exceptional Child Education; Preschool Education; Parent Education; Social Work; Demonstration Projects;

Described is the Therapeutic Preschool, a community based program with university affiliations serving two classes of five emotionally disturbed preschool children and their families. Noted are diagnostic, research, and community service aspects of the program. Focused on is the role of the social worker in the parent education component. Included are a listing of tests and their purposes in the standard diagnostic procedure and a case study of a 5-year-old boy. Discussed is the program's demonstration aspect which is reported to include the training of day care center staff, and plans to provide inservice training to pediatric residents, nursing students, and mental health agents. The role of the teacher in the preschool is examined in terms of assessment, therapy, intervention, and consultation. (DB)